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Year 1 Evaluation Report:
Safe and Drug-Free Schools and Communities

I.   Introduction

This Year 1 Evaluation Report is presented to Governor's Safe and Drug Free Schools program, and the Governor's Office for Children, Youth, and Families, for the purpose of sharing progress after the initial year of implementation of the Safe and Drug-Free Schools and Communities Program with Cohort 2 funded in 2004. This document seeks to accomplish the following specific objectives:

1. Describe the Theory of Change for the Governor's Office for Children, Youth and Families Safe and Drug-Free Schools and Communities (SDFSC) Grant Program.

2. Provide a summary of the purpose and focus of the evaluation, including an overview of the agencies and their programs.

3. Provide the evaluation plan and methodology used in the year 1 evaluation, including an overview of the statewide evaluation plan, data analysis and methodological procedures, and approaches developed for gathering data that respond to the evaluation questions.

4. Provide a summary of evaluation-related activities performed to date, emphasizing processes and tools established in support of implementation planning and data-gathering.

5. Present the findings for the year 1 Process Evaluation.

6. Present an overview of the preliminary outcome findings from the individual sites.

7. Present the findings from the year 1 School Safety and ATOD Issue Survey.

8. Specify conclusions based on year 1 findings.

9. Provide recommendations for the ongoing implementation and evaluation of the Safe and Drug-Free Schools and Communities grant program.

II. Theory of Change for GOCYF's Safe and Drug-Free Grant Program

In an effort to specify and synthesize the context for the Safe and Drug-Free grant program, the evaluation team drafted a Theory of Change document, based upon a comprehensive review of the Safe and Drug-Free Schools and Communities solicitation for grant proposals, and a series of discussions relative to the program's purpose by the Program Administrator representing the GOCYF during the funding of Cohort 1. The resultant Theory of Change document on the following page reflects the logical progression of the identified community need and those essential steps leading to the target outcome.

As the diagram shows, the desired change emanates from the recognition by the Governor's Office of a family need that affects the quality of life in a given community, specifically substance abuse and violence prevention. Available funding from the Safe and Drug-Free Schools and Communities Title IV Program, adherence to principles of effectiveness, and the provision of supporting technical assistance facilitate the opportunity for agencies to participate in drug and violence prevention programs through behavioral health services in partnership with schools. The resultant collaboration between schools, parents, and communities in a focused and cooperative effort of prevention associated with drugs and violence, leads to an increase in relevant knowledge about drugs and violence and their harmful effects on families and communities. Accordingly, a reduction occurs in incidence of violence and a range of negative conduct problems, as well as drug use, by youth. The final target outcome specified in the Theory of Change is an environment that is free of those negative forces of drug use and violence that represent significant obstacles to youth learning and academic success. The safe and drug-free learning environment is supportive of youth academic success.

This Theory of Change represents an important foundational element in studying the effects of Safe and Drug-Free Schools and Communities, by specifying the logical progression of steps associated with family, school, and community change in awareness and action that lead to desirable change in the environment within which youth learn and grow academically. The progression of steps serves to guide both implementation and program evaluation alike, by generating a sequence of activities and indicators of tangible change.

Theory of Change for GOCYF's Safe and Drug Free Grant Program

<u>Governor's Office for Children, Youth and Families Identifies:</u>
Arizona families in need of effective and enduring solutions to their problems, specifically in the areas of substance abuse and violence

<u>Governor's Safe and Drug-Free Schools and Communities Program provides:</u>
Funding for community and school based programs through Safe and Drug Free Schools and Communities Title IV Program, principles of effectiveness, and technical assistance

<u>Agencies Engage In:</u>
Comprehensive approach to drug and violence prevention that includes providing and incorporating behavioral health services related to drug and violence prevention in collaboration with the local school(s) and/or district prevention efforts

<u>Which Leads To:</u>
Youth, parents and communities involved in preventing violence in and around schools; and preventing the illegal use of alcohol, tobacco, and other drugs

<u>Leading To:</u>
Increased knowledge and improved attitudes about substance abuse, its harmfulness and availability in the community
Increased knowledge and improved attitudes regarding episodes of violence and school safety issues

<u>Which Leads To:</u>
Reduction and prevention of substance abuse and violence for youth
Reduction and prevention of conduct problems (truancy, disciplinary referrals, juvenile arrests)

<u>Which Results In:</u>
A safe and drug-free learning environment that supports academic achievement for youth

III. Purpose and Focus of the Evaluation

Purpose of the Process Evaluation

The primary purpose of the process evaluation currently being conducted for the Safe and Drug-Free Schools and Communities is as follows:

> To provide an in-depth analysis of the statewide grant project as demonstrated by a diverse group of funded projects, each of which is engaged in the process of implementing a Safe and Drug-Free Schools and Communities Program. The process evaluation emphasizes formative indicators associated with program planning, integration of evaluation questions for the overall project, site-based data points established for each agency, the development of program logic models and evaluation plans for each agency, the development of recruitment and retention plans for participants, and the conduct of staff and facilitator training. Attention will be given to any perceived obstacles to future success, and suggestions for improvement. Key variables examined include those listed below:
> - Planning activities in preparation for program implementation, inclusive of local schools and community agencies
> - Recruitment and training of program facilitators/instructors
> - Recruitment and retention methods for participants
> - Characteristics of project implementation process that have facilitated or hindered project goals
> - Strategies or activities modified to meet community and target audience needs
> - Demographic profile of participants
> - Number of participants in the SDFSC programs
> - Collaboration activities conducted in support of program

Description of Safe and Drug Free School Projects

The Safe and Drug Free School and Community Projects were required by the Request for Grant Application (RFGA) to identify strategies that adhered to the Principles of Effectiveness; that is, only research-based programs or strategies were eligible for funding. The approaches could be total programs or curricula that have already been proven effective in addressing the identified problem/needs, or applicant-developed programs that utilize research based strategies. If a program was developed by the applicant, then the applicant had to select from the following list of proven strategies:
- Public Information and Social Marketing
- Community Education
- Parent/Family Education
- Community Mobilization
- Life Skills Development
- Peer Leadership
- Mentorship
- Alternative Activities (had to be used as one component of a comprehensive plan)

The following chart presents a brief description of those programs selected and/or developed by the agencies that are the subject of the evaluation effort.

Chart 1 Program Description by Agency

Agency & Sites	Program Name and Description
CODAC Hohokam Middle School (Tucson)	**Olweus Bullying Prevention Program (OBPP)** Olweus is a multilevel, multi-component school-based program designed to prevent or reduce bullying in schools. The program attempts to restructure the existing school environment to reduce opportunities and rewards for bullying.
Pima Youth Partnership Communities of Ajo, Catalina and rural Marana	**Botvin's Life Skills Training (LST)** LST is a research-based program that consists of three major components that address critical domains found to promote substance use prevention and violence prevention. Each component focuses on different skills: drug resistance skills, personal self-management skills, and general social skills.
	Teen Outreach Program (TOP) TOP combines curriculum-based activities and real-world experiences. The curriculum-based component is designed to engage youth via multiple methods. The real-world experience involves a minimum of 20 hours per year of community-based volunteer service. The program targets four different age groups.
	Community Service Projects Four different 20-hour youth-planned community service projects in each of the identified communities will be conducted by the youth (one project each quarter).
Pima Prevention Partnership Apollo, Doolen, Sierra, and Valencia Middle Schools (Tucson)	**Reconnecting Youth** This research-based program applies a set of prevention intervention strategies to reduce marijuana and alcohol use among participant youth who display risk for substance abuse. The program uses a multi-dimensional approach with the core components focusing on life skill development, social competence training and alternative activities.
Chicanos por la Causa Thew School Laird School (Tempe)	**Mentorship (Padrino/Madrina)** The mentorship strategy is based on the Godparent concept to enhance the youth's ability to develop positive relationships with supportive pro-social adults. Mentors meet with their assigned youth an average of four days/week.
	Life Skills Training The focus of LST groups are to educate, intervene, support and otherwise prevent potentially destructive attitudes and/or high-risk behaviors. Staff at each school facilitate Life Skills groups once a week for one hour after school.
	Academic Enrichment This strategy integrates reading, writing and critical thinking within the content areas studied by elementary students. Students attend an average of three sessions each week. This strategy is implemented by mentors and adult volunteer tutors and high school participants as detailed in the Peer Leadership strategy.
	Parental Engagement (Parent/Family Education) This strategy engages the broader family system in supporting the youth's growth as well as modeling positive community interactions. This strategy includes home visits and parent support meetings, both on a monthly basis. The strategy will help to increase parental involvement creating an environment where further pro-social bonding between the parent(s) and child can occur.

	Peer Leadership
	This strategy provides high school youth with training, leadership development sessions and opportunities to volunteer as peer tutors and role models for elementary school participants attending Laird and Thew schools during after-school academic sessions. Volunteers will commit to a minimum of two days a week. The group will plan and execute two community service projects.

IV. Evaluation Plan and Procedures

Statewide Evaluation Plan

The evaluation team has developed a statewide evaluation plan for the Safe and Drug-Free Schools & Communities initiative, inclusive of all facets of the grant program. The plan incorporates both quantitative and qualitative elements relevant to program planning and delivery, and establishes the foundation for outcome evaluation specifying accomplishments for the project during years 2 and 3 of program implementation.

Phase I of the Evaluation Plan outlines the components of Process Evaluation by funded agency and program. Each component provides an anchoring evaluation question, followed by specification of evaluation measures/variables, methodology selected for providing evaluation evidence, and analysis procedures to be utilized, where appropriate, to generate results. Site-based quarterly reports are used to furnish evidence of program implementation. Frequency analysis and descriptive statistics are utilized to confirm patterns associated with program implementation.

Phase II of the Evaluation Plan addresses Outcome Evaluation elements of the study. The foundation for this portion of the Evaluation Plan is the sequence of questions from the Safe and Drug-Free Schools & Communities grant program. Specific evaluation questions provide a foundation for investigation. These are followed by evaluation measures/variables, evaluation methodology, and analysis procedures. Cross-agency comparisons are facilitated by the collection of measures that provide effect size, allowing the evaluation team to draw conclusions in response to the evaluation questions. Appendix 1 contains the Evaluation Plan for the Safe and Drug-Free Schools & Communities grant program.

Evaluation Methodology

To address the evaluation questions, two evaluation designs were developed. Design 1 is a one-year in-depth descriptive study of the agencies and the implementation of their respective programs during Year 1. Design 2 is a two-year meta-analysis that is being conducted across all the agencies during years 2 and 3.

Design 1: In-depth Descriptive Study of Site Implementation Process

The major function of the process evaluation is to address each of the elements noted previously, with the intention of specifying the following:

1. Scope of the current project

2. Extent of coverage of risk and protective factors within the statewide initiative by funded program

3. Practices that optimize program effectiveness

4. Patterns of effectiveness, both quantitative and qualitative in nature

5. Issues and opportunities for improvement, based upon current implementation

6. Recommendations for subsequent action related to program support and implementation practices

By its very nature, process evaluation is formative, calling attention to those areas that facilitate high functioning of a program and identifying opportunities to make course corrections that will enhance delivery. Process evaluation inherently paves the way for effective outcome evaluation by specifying approaches and procedures that raise the probability of program success. In effect, process evaluation can be considered a prerequisite to outcomes evaluation by virtue of:

- <u>Assessing the procedural infrastructure represented by support systems</u> that facilitate the accomplishment of program objectives.

- <u>Ensuring the presence and functioning of practices</u> that increase the probability that outputs will be delivered as required for achieving target outcomes.

- <u>Providing necessary course corrections early in the process</u> to facilitate smooth delivery of programs.

As noted above, this process evaluation differs from the outcome evaluation planned for funding years 2 and 3 of the Safe and Drug-Free Schools and Communities initiative. One of the major functions of the process evaluation is to examine closely the supportive purposes that facilitate the effective conduct of an outcome evaluation later in the cycle of implementation.

In concert with a description of the process evaluation, this formative effort:

1. Reports on the process-based elements of the study specified in the statewide evaluation plan.

2. Provides demographic information based upon a sample of participants served by the programs.

3. Clarifies opportunities for change during subsequent measurement periods of the project, based upon baseline data obtained through each project's internal evaluation efforts.

Design 2: Meta-Analysis of SDFSC Agencies

At the inception of the project, the team from Sheila Murphy Associates began the process of formulating a plan for the meta-analysis to be implemented over years two and three of the three-year period. Following a thorough review of all application materials submitted by agencies that were awarded funding for this project, the evaluation team conducted site visits to each grantee. In-depth discussions were conducted with program administrators and agency-based program evaluation staff. At that time, plans for program implementation were communicated, and questions were introduced, to ensure a clear understanding of implementation and evaluation strategies by the agency-based evaluation teams.

Each agency-based evaluation team provided an overview of evaluation questions being addressed within each funded agency. Discussions were held concerning evaluation measurements, methodology, and analysis procedures. Following the completion of all initial site visits, the team from Sheila Murphy Associates performed an extensive review of grant proposals initially submitted to the Governor's Office for funding. Grant proposal input was supplemented by information obtained during site visit interviews. The result was a compendium of questions associated with the risk and protective factors that would be addressed by the meta-analysis. Several key documents were produced as a result of this comprehensive investigation:

1. Evaluation Question Matrix of outcome evaluation questions by funded agency and program

2. Evaluation Plan Matrix, specifying both process and outcome evaluation questions, evaluation measures/variables, evaluation methodology, and analysis procedures by funded agency and program

3. Individual evaluation plans for each agency and program, including process and outcome evaluation questions

The meta-analysis plan seeks to establish those particular agencies and programs that are responding to particular State-focused questions associated with the Safe and Drug-Free Schools and Communities grant. Each of the questions is associated with the risk and protective factors associated with the target outcomes of the grant:

1. What impact do the SDFSC programs have on <u>participant knowledge, attitudes and behaviors regarding ATOD use</u>?
2. What impact do the SDFSC programs have <u>on participant knowledge, attitudes and behavior regarding incidence of violence/antisocial behavior?</u>
3. What impact do the SDFSC programs have <u>on academic failure?</u>
4. What impact do the SDFSC programs have <u>on conduct problems?</u>
5. What impact does SDFSC program have on <u>youth behaviors</u>?
6. What impact do the SDFSC programs have on <u>prosocial skills</u>?
7. What impact do the SDFSC programs have on <u>low family attachment and bonding</u>?
8. What impact do the SDFSC programs have on <u>lack of commitment to school?</u>
9. What impact do the SDFSC programs have on the <u>early initiation of problem behaviors</u>?

The chart that appears on the following page reveals which agencies and programs address each of the nine questions. It can be seen that the different programs being implemented by the four different funded agencies address the range of outcome evaluation questions. The array of program types furnishes excellent opportunities for comparisons relating to effect size of demonstrated changes, while taking into consideration the different aspects of drug and violence prevention within schools and communities.

The question concerning "conduct problems" is not being addressed by the funded agencies and programs included in this statewide initiative. Closely related to this question is the question relating to "youth behaviors." The particular focus on behavior change is distinguished from "conduct problems" in the following way: "conduct problems" refers to specific categories of infraction that are encompassed by local laws, such as stealing, etc.

Chart 2 Evaluation Question Matrix

	CODAC	Chicanos por la Causa	Pima Prevention Partnership	Pima Youth Partnership
What impact do the SDFSC programs have on participant knowledge, attitudes and behaviors regarding ATOD use?		➢ TGFD		➢ Life Skills Training
What impact do the SDFSC programs have on participant knowledge, attitudes and behavior regarding incidence of violence/antisocial behavior?	➢ Olweus Bullying			
What impact do the SDFSC programs have on academic failure?		➢ Academic Enrichment ➢ Peer Leadership	➢ Reconnecting Youth	➢ TOP ➢ Community Service Project
What impact does SDFSC program have on youth behaviors?	➢ Olweus Bullying		➢ Reconnecting Youth	➢ Life Skills Training
What impact do the SDFSC programs have on prosocial skills?		➢ Mentorship ➢ Life Skills	➢ Reconnecting Youth	
What impact do the SDFSC programs have on low family attachment and bonding?		➢ Parent Education		
What impact do the SDFSC programs have on lack of commitment to school?		➢	➢ Reconnecting Youth	➢ TOP
What impact do the SDFSC programs have on the early initiation of problem behaviors?	➢ Olweus Bullying			➢ Life Skills Training

Overview of Data Analysis and Interpretation

The purposes of the preliminary analysis of outcome findings were to 1) identify those risk and protective factors that the Safe and Drug Free Schools and Communities Initiative aimed to address, 2) make within-agency pre and post as well as cross-agency comparisons, and 3) present the current conditions of the participants in various areas of knowledge, attitude and behaviors toward ATOD use and violence. The analysis also intended to portray the profile for the target population that was served by the program. Each agency provided their final data set to the evaluation team with a final evaluation report. An analysis was conducted on each agency's separate data set and entailed several steps: data preparation, factor analysis, t-tests, ANOVA and Tukey post hoc, mean average, effect size and descriptive statistics computation.

In the data preparation stage, descriptive statistics were run to identify missing data, possible data entry errors and extreme outliers. The percentage of missing data for the factor analysis dataset was found to be less than 2.9%. Mean imputation was conducted. This allowed the preparation for factor analysis with a maximum N without distorting the real pattern of the original data sets. In addition, dummy coding was used to represent different entities and prepare for ANOVA and effect size computations.

Factor Analysis (Principal Components) was performed to identify constructs embedded in the survey items that represented the risk and protective factors the Safe and Drug Free Initiative aimed to address. The primary reasons for using these techniques were: (1) to reduce the number of variables and (2) to classify the variables. In order to condense the number of items, Principal Components analyses with Eigen values near 1 and varimax rotation were performed in SPSS Version 13. This type of analysis combines correlated variables into a single factor so that the multiple variables can be expressed by a single variable (or factor).

Three criteria were applied to refine the factors to enter into the final main analyses. These include (1) coherent theme, (2) theory fit, and (3) Cronbach alpha reliabilities. If all the items in a certain factor carry a similar theme, a factor name was given to cover the meaning of all the items, which indicates the satisfaction of coherent theme requirement. Theory fit addresses how the factors fit the prior literature theories. Reliability coefficients were used as indicators for choosing the factors.

To compare the difference in means scores between *before* and *after* the program, paired sample *t* tests or ANOVA were employed to determine the statistical significance of the differences.

Additional tests for comparison purposes included a series of MANOVA (multivariate analysis of variance) and post hoc tests. In order to compare differences in school safety factors both before and after the program across agencies or schools, a MANOVA analysis was conducted. The goal of this analysis was to determine, for example, whether schools or agencies were significantly different in safety and ATOD issues. If the main analysis (MANOVA) was significant, further post hoc analysis (Tukey) and ANOVA (analysis of variance) were performed to determine how agencies or schools were different in their level of student perception of safety and ATOD issues at their schools. Depending on the number of t-tests or analysis, decision rules, i.e. alpha level, had to be adjusted to avoid Type I error.

Another main analysis used with data from agencies administering both pre and post measures was the standardized mean difference to estimate the effect of the prevention program on certain risk and protective factors. Statistical significance does not address the size of the effect – that is, whether the program leads to meaningful differences in participants' lives. From significance test statistics, such as t or F or r, researchers can compute effect size estimates in standard units, which tell more about the practical importance of interventions[1]. This *effect size* is an indicator used to determine the level of significance for the differences between *before* and *after* program ratings. An effect size is the difference between the after program mean and before program mean, divided by the pre-and-post pooled standard deviation to provide a uniform scale. Effect sizes represent standardized values of the differences in variables between pre- and post-program. Variables with larger effect sizes indicate stronger program impact (large effect). For example, an effect size of 0.60 means that the difference between pre and post results is about one-half of a standard deviation. We can also translate the result into percentiles. For example, if the *before* program rating was in the 50th percentile, and there is a 0.60 effect size, then the program has increased ratings by 20 percentage points (0.60 * 34%) to the 70th percentile.

Reporting effect sizes has three important benefits. First, reporting effects facilitates subsequent meta-analyses incorporating a given report. Second, effect size reporting creates a literature in which subsequent researchers can more easily formulate more specific study expectations by integrating the effects reported in related prior studies. Third, and perhaps most importantly, interpreting the effect sizes in a given study facilitates the evaluation of how a study's results fits into existing literature, the explicit assessment of how similar or dissimilar results are across related studies, and potentially informs judgment regarding what study features contributed to similarities or differences in effects[2].

Mean averages were used to introduce an authentic picture about participants' current conditions. These values provided complementary information to the results of above comparison tests. In the case where both pre and post tests have high or low scores and the differences are small, the absolute conditions can still be authentically presented. For example, participants may not be heavy drinkers before the program, i.e. the amount of drink daily was low to start with, and by the end of the program, participants may not drink at all, but pre and post differences may not be significant.

Finally, descriptive statistics such as frequencies were run to understand the profile of the population that has been served. These included gender, age, school grade, and ethnic/racial background.

Specific Approaches for Gathering Data for the Initial Year of Project Funding

In an effort to serve the evaluation plan established for the statewide process evaluation, the team from Sheila Murphy Associates identified several steps designed to ensure communication, clarity, and timeliness during the process evaluation phase of the project. The following specific steps were established:

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[1] McCarney, Kathleen & Dearing, E. Evaluating effect sizes in the policy areas. *The Evaluation Exchange Newsletter Family Support Issue*. Spring 2002. Harvard Family Research Project.
[2] Thompson, B. (2000). A Suggested Revision to the Forthcoming 5th Edition of the APA *Publication Manual*

a. <u>Schedule and conduct an initial visit to every funded agency,</u> for clarifying and refining both statewide plan and agency-based approaches and activities.

b. <u>Share information about agency-based approach</u> to implementing the Safe and Drug-Free Schools & Communities programs.

> i. Designing and establishing a composite evaluation plan for the Statewide initiative.
> ii. Collaborating on ways to make the evaluation meaningful for each funded agency.

c. <u>Develop evaluation plans with each of the agencies</u> for the purpose of focusing data-gathering activities for the process evaluation.

d. <u>Design a process plan and outcome meta-analysis plan for the statewide project</u> that encompasses those elements common to all programs being delivered under this grant by funded agencies.

e. <u>Review the composite process and outcome evaluation plan for the statewide project with GOCYF staff,</u> for the following purposes:

> • Ensuring that the evaluation plan and questions address the fundamental elements of the statewide initiative.
> • Identifying opportunities for addressing specific areas of emphasis within the evaluation study.

f. <u>Review and identify instruments that encompass elements associated with process evaluation as well as baseline data for subsequent outcome evaluation.</u> Confer with grantees about the purpose of surveys to be utilized, based upon the requirements of the evaluation plan. Provide guidance to agencies needing surveys designed, for example, CODAC, for which the state project evaluation team has designed data collection instruments and provided guidance during the finalization of the agency-based evaluation plan.

g. <u>Develop a master instrument for cross-agency evaluation to be utilized by all participating agencies,</u> namely, School Safety and ATOD Issue Survey.

h. <u>Provide input to GOCYF staff relative to data-collection forms and instruments used for obtaining regular operational reports from funded agencies.</u> Review all forms provided by the grants administration staff of GOCYF, and furnish input, to ensure congruence with evaluation processes.

i. <u>Provide an analysis of quarterly reports submitted by grantees to the GOCYF,</u> emphasizing patterns of implementation to be addressed in the evaluation, to be included in the Year One Process Evaluation Report, at the conclusion of the first-year program cycle.

j. <u>Conduct site visits for the purpose of administering an agency-based implementation interview protocol designed by the evaluation team</u>, for the purpose of the following:

- Obtaining input relative to collaboration with local schools
- Gaining input relative to collaboration with local community
- Determining recruitment and retention planning efforts
- Identifying the process for recruitment and implementation plans
- Identifying documentation for recruitment and retention data
- Determining implementation of session activities
- Identifying processes in place for changing activities or services to support participants

k. <u>Provide each funded agency copies of all needed surveys to be used statewide</u>.

l. <u>Confer with funded agencies on a regular basis</u> concerning their administration of surveys and other data-gathering activities.

- <u>Conduct site visits to visit classes</u> and confer with facilitators regarding challenges and opportunities relating to program delivery.
- <u>Conduct follow-up site visits during Year 1</u>, for purposes of gaining additional input relative to agency-based program delivery, following comprehensive program implementation.

V.   Presentation of Process Evaluation Results

Target Population

The following chart presents a breakdown of the target population being served by the SDFSC projects. All agencies served at-risk youth in their target populations. Three agencies met or exceeded the proposed number of participants. Scheduling conflicts delayed the start-up of CODAC's program, impacting on the actual number served.

Chart 3 Youth Demographics

	CODAC		PPP		CPLC		PYP	
	Proposed	Actual	Proposed	Actual	Proposed	Actual	Proposed	Actual
AGE								
Youth Age 5-11				10	40	43	120	64
Youth Age 12-14	768	13	300	245	0	0		166
Youth Age 15-17				9	20	20		2
Youth Age Unknown				4				1
Adult/Parents 18-20	0		120	149	50	51	0	
GENDER								
Youth Female	371	7	N/A	105	30	26		115
Youth Male	397	6	N/A	159	30	37		116
Missing Data				4				2
Adult Female	0			107	25	28	0	
Adult Male	0			42	25	23	0	
ETHNIC/RACE								
White		1		90		9		55
Hispanic		0		179		95		110
Native American		7		10		5		9
Black		5		13		2		3
Asian		0		7		0		1
Other		0		53		3		55
Not Specified/No Data		0		65		0		0
Total Youth	768	13	300	417	110	114	120	233

Partnership Collaboration

Two evaluation questions were used to address the area of Partnership Collaboration:
1. To what extent is there collaboration with the local school(s) and/or school district in the planning and implementation of the program?
2. To what extent is there collaboration with the local community in the planning and implementation of the program?

The primary data sources used to answer these questions included:
- Agency Quarterly Report
- Agency Process Evaluation Summaries
- Site visits by State evaluation team

The following chart presents the findings regarding partnership collaboration.

Chart 4 Level of Partnership Collaboration by Agency

Agency	Collaboration with School/Districts	Collaboration with Local Community
Chicanos por la Causa	• CPLC staff presentations were included on the agenda of regular staff meetings to provide an orientation on the initiative to school staff. • Extensive history with Laird School (9 years) and Thew School (since the 1990s). The prevention coordinator is a former student of Laird School. • Ongoing collaboration with schools includes teacher meetings with grade levels, assisting with parent-teacher conferences, and conducting home visits. • Monthly parent meetings maintained by the agency. • Extensive informal communication with the parents of children participating in the program. • CPLC maintains offices in the schools where programs are delivered, thereby facilitating the strong connection between agency staff, teachers and parents. • Planning occurred in preparation for school assemblies, at which theater pieces were presented, to show the scope of offerings available through Chicanos por la Causa. • Teachers have self-selected for program participation. Some members of monolingual classes, notably ESL classes for youth and for adults, have been referred by school counselors for participation.	• Club ASU offered field trips, including dinner and a football or softball game; members typically speak to parents. 20 students participated. • Fresh Start Women's Center provides students makeovers, clothing, mattresses. • The Food Bank provides emergency food boxes, to assist families in need, consistently emphasizing family self-sufficiency and reducing the burden on individual mentors. • Tempe Community Action Program partnership.
Chicanos por la Causa	COLLABORATION PROGRESS DURING YEAR 1	
	• Bashas and Food City grocery stores donated food for the annual Dia de Los Ninos event • These stores provided gift certificates to be raffled off for participant families at the event. • Calaca, Freescale HEAT, M.E.Ch.A, Girl Scout troops, phoeniquera car club, and two sororities donated time, volunteering at the Dia de Los Ninos event. • Free Scale HEAT provided a pizza party for Thew participants at close of school year. • In late April, 2005, the Dia de Los Ninos event was held. One talent show participant student was asked by CPLC CEO Pete Garcia to sing at the annual Esperanza awards that are held by the organization in September. • Several attendees at the Dia de Los Ninos commented that the event, in their opinion, was 'the best one yet'. Many family activities and forms of entertainment were featured. Numerous teachers and parents personally thanked program staff for all of the hard work and effort that was provided by the Cultural Pride Linking Communities program.	

Agency	Collaboration with School/Districts	Collaboration with Local Community
CODAC	- Full-time staff member from CODAC worked closely with the Discipline Committee. - CODAC has had challenges with scheduling dates to train the Bullying Prevention Committee and School Staff on the Olweus Bullying Prevention Program (OBPP). - Discipline Committee (DC) has persisted in endeavoring to include the 53 teachers at the school in the OBPP. - DC visited Connelly Middle School in Tempe, an OBPP site for two years. DC conferred with school staff to obtain suggestions on implementation. - CODAC administered 3-hour bullying prevention training to key leaders of coalitions and a Pima County Supervisor's (Richard Elias) aide. Attendees responded favorably. - First quarter of program implementation, devoted to planning with DC, learning school culture, sharing with parents and students during registration night, attending neighborhood association meeting to introduce program.	- Pascua Yaqui Tribe - The Articulation Committee, composed of Tucson Unified School District staff as well as members from the Pascua Yaqui Educational, Social Services, and Prevention Departments. - Pima County Supervisor's Office
CODAC	**COLLABORATION PROGRESS DURING YEAR 1**	
	- Ongoing collaborative activities with the Discipline Committee and the Pascua Yaqui Youth Articulation Committee. - Discipline Committee meeting participation has facilitated CODAC's identification of optimal methods of implementing the program in the school community. - Discipline Committee and Hawk Time Committee have collaborated in determining ideal class time context for implementation of OBPP. - Hawk Time, the equivalent of "homeroom," was determined to provide the best fit for OBPP. - Through this collaboration CODAC has been able to set up a time to present to the Pascua Yaqui Tribal Council on October 19th about the OBPP.	

Agency	Collaboration with School/Districts	Collaboration with Local Community
Pima Youth Partnership	• Tribal monies have been contributed to support this school linked (as distinguished from school-based) program. • Program director has met with school principal. • Collaboration with Ajo Middle School proved effective. Community service programs were integrated into the program. Established task force to guide programs provided in association with Governor's Office initiative.	• Parks and Recreation, 65-70 participants in after-school program. • 11-13-year presence in Substance Abuse Coalition • Catalina Food Bank donates juice, candy, donuts to program. • Saddlebrook Rotary Club
Pima Youth Partnership	COLLABORATION PROGRESS DURING YEAR 1	
	• SaddleBrooke Rotary awarded PYP $3,000 for field trips and supplies. The youth went bowling, skating and to the movies. • Coronado K-8 School provided low cost busses and drivers for three (3) Life Skills summer program field trips (see above). • Coronado K-8 School provided directly to the Life Skills Educator, Frank Montano, grades for 32 Life Skills participants.	

Agency	Collaboration with School/Districts	Collaboration with Local Community
Pima Prevention Partnership	• Doolen School • Apollo Middle School • Sierra Middle School • Potential for broader, district-wide recognition of RY program, based upon reassignment of supportive administrators in target schools during 2005-2006	• None specified by Pima Prevention Partnership
Pima Prevention Partnership	COLLABORATION PROGRESS DURING YEAR 1	
	• RY program was implemented in locations where Teen Court had been in effect. • Participating schools, with the exception of one, made program attendance mandatory for teachers. • RY advisory board was created and staffed by teachers and staff from each school along with RY staff. Advisory board held a meeting in December to discuss the RY program and the Professional Development program • Anticipated strong support at Doolen and Apollo Middle Schools during the 2005/2006 school year; both principals are now assigned to other schools; seeking to work with new principal of Doolen regarding inclusion of RY in wellness classes. Ultimate goal: reaching all 7th graders at the School.	

Summary of Evaluation Findings: Partnership Collaboration

The four agencies funded by the Safe and Drug-Free Schools and Communities program have established partnerships, both with schools and within their communities, in an effort to strengthen buy-in to program concepts and values, and ultimately the implementation of programs selected to accomplish the goals of the initiative.

Partnerships typically include one or more of the following focal areas of collaboration:

- Planning. Schools, including parents, teachers, and other school staff, as well as community agencies, work together in a focused manner to articulate inclusive goals for program implementation.

- Resource Contribution. Organizations contribute significant resources (i.e., human, financial, materials) to the program.

- Implementation. Schools and agencies play a specific role in program delivery, inclusive of specific support, based upon capacities and available resources.

- Review and Oversight. Schools and agencies review and confer concerning application of program principles and activities, offering ongoing advice and input relative to effectiveness and identified opportunities for improvement.

- Envisioning Program Growth and Development. Schools and agencies identify methods of developing and enhancing programs in light of outreach to particular target audiences.

The following chart summarizes the specific types of partnership collaboration indicated at the four funded agencies:

Chart 5 Type of Partnership Collaboration by Agency

	CPLC	PPP	CODAC	PYP
Planning	X	X	X	X
Resource Contribution	X	X	X	X
Implementation	X			
Review and Oversight	X			
Conceptualizing Expansion				

Recruitment and Retention

Five evaluation questions were used to address the area of Recruitment and Retention:
1. What are the recruitment and retention plan components?
2. Is the recruitment plan an effective tool for recruiting and retaining program participants?
3. What is the implementation process for recruitment and retention plans?
4. How does the agency change its recruitment and retention plan to meet any challenges to recruitment and retention?
5. Is there proper documentation of recruitment and retention data to measure successes and identify challenges?

The primary data sources used to answer these questions included:
- Agency Individual Evaluation Reports (when included as question in agency's process evaluation)
- Site visits by State evaluation team

The following section presents the findings regarding recruitment and retention.

Chart 6 What are the recruitment and retention plan components?

Agency	Recruitment and Retention Strategy and Activities
Chicanos por la Causa	• An orientation with teachers is offered during a regularly scheduled staff meeting. • During staff/teacher meeting, CPLC notifies staff that new students are being accepted into the program. Referral forms are provided. • Recruitment process typically entails the following: (1) Program staff present to school personnel asking their cooperation in helping to identify students who may benefit from the program. (2) Upon being identified, a home visit is conducted in which the family is introduced to the program and its possible benefits. Parental consent is requested for child's participation. (3) Child is enrolled to program. Recruitment cycles occur twice a year, at the beginning of the school year and after Winter break in January. • Retention is supported through a variety of Informal techniques, including phone calls to the parents or home visits if the participant youth has not attended the program for two days. Typically, dropout of participating youth occurs due to relocation of the family. • Home visits are initiated beginning with a telephone call explaining the program, then a letter, following by the home visit itself, explaining the services available as well as the commitment needed from each family. • Recruitment and retention requirements for 2004-2005 were met. (The goal was to serve 40 elementary school children.) Retention rates approximate 78% on average. • Recruitment efforts have been sufficient given the enrollment rate to the program. Retention rate has been consistently high. Recruitment and retention plans require written documentation for consistency across program • Open house is planned to introduce program purpose
CODAC	• Introduction of program concepts to staff, parents, students, community. • Staff meeting presentations, to introduce to teachers and staff the purposes of the bullying prevention initiative. • Brief training sessions, delivered for the purpose of acquainting school professionals with target objectives, based upon program need, research findings of the science-based program, and implementation particulars

Pima Youth Partnership	• Referral of students by school staff as an alternative to suspension (Marana Middle School) was planned, but low numbers of referrals occurred. • Life Skills Training at Estes School was changed from academic school time to after-school time, but low numbers of students attended. • Transportation provided by agency to facilitate students participation. • Field trip activities provided to stimulate and maintain participation.
Pima Prevention Partnership	• The RY staff presented a recruitment plan to each of the schools. Two options were suggestion: (1) teach RY for one hour a day, five days a week; (2) teach RY twice a week for 2.5 hours each day. All schools chose option A except for one which opted to have the program implemented for ½ hour sessions, 4 days a week. • RY staff determined it best for schools to choose the students who would be receiving the program. • One school based its recruitment on school administration's identification of "at-risk" students to participate in the RY class. • Another school pulled students from regular class schedules to attend RY during a tutorial period. • Another randomly chose students to attend RY as a substitute for 5th and 6th period health class or PE class, as each student's schedule allowed., • The final school chose to have the entire seventh grade participate, with the class taught during one quarter of the health class. • Retention plan: communication to occur between program staff and the school to rectify the situation, pending any issues. No problems existed with student retention in the RY program. • Retention within a given school proved problematic, however. Lack of adequate space for implementation was the issue. The sole room available was located beside an active music room. The Group Leader requested a different time or different room. The Principal indicated that no other space was available. • One of the five schools in line for participation in the RY program had an alternating class schedule, which precluded participation of the school, as its schedule was in conflict with the other four participating schools. • For the Professional Development class, the RY staff again allowed each school to choose who should/would participate. In the three schools where the Professional Development class was implemented the Principal made class attendance mandatory. • The recruitment and retention plan was effective for recruiting and retaining schools due to flexibility. However, this same flexibility served to exacerbate logistical problems, including teaching a large number of students, teaching in the band rooms, auditoriums etc. which in turn caused obstruction of efficient administration the program. The inability to retain the program at Valencia does not reflect poorly on the tool, as all protocols were followed. • The RY staff presented a recruitment and retention plan to each school, but allowed each school to decide how the program would best service their students. In one case, only the tutorial class period was available to implement the program as this period was being used in the rest of the school to give the "Character Counts" program. However, the tutorial period was only ½ hour long and scheduled only Monday-Thursday. This was not one of the recommended options provided by the agency. The shortened time frame for implementation was evaluated by RY manager as acceptable, but was not regarded as optimal. • To deal with time conflicts between schools, the RY program scheduling was done on a first come first served basis. Although not a change to the recruitment and retention plan, this process furnished a means for addressing scheduling challenges.

Strategies to improve the <u>effectiveness of the agencies' recruitment and retention plans</u> are illustrated in the following statements from site visit interviews:

Parent-based information delivery proved useful, providing parents comprehensive information about the initiative in which their children were participating. (CPLC, CODAC)

Recommending recruitment approach facilitated the shaping of schools' approach to recruiting students for program participation. (PPP)

Home visits strengthened the partnership between agency professionals and parents of participating students. (CPLC)

Referral as an alternative to suspension allowed students to substitute active growth for punitive measures lacking obvious benefits. (PYP)

Positioning programs as supplementary or substitutes for portions of required curriculum proved effective. (PPP)

Agencies responded to the <u>effectiveness of their recruitment and retention plans</u> in their final evaluation reports. The following chart presents the findings for those agencies reporting quantitative evidence of effectiveness.

Chart 7 Evidence that Recruitment Plan is an Effective Tool

Agency	Evidence	Results
Chicanos por la Causa	• Total recruitment of youth for the SSFSC program was 44 youth. • This includes 18 third graders and 26 fourth and fifth graders • 37 youth were retained for the 2004-2005 year • Of those retained, 15 were 3rd graders, 22 were 4th and 5th graders • Overall retention rate was 84% • For the high school participants: • 21 were recruited • 14 were retained • Overall retention rate was 67% • Recruitment opened twice in the school year, with each cycle of recruitment lasting about 3 weeks.	Recruitment and retention requirements for 2004-2005 were met. (The goal was to serve 40 elementary school children.) Retention rates approximate 78% on average.
CODAC	• CODAC served a total of 117 students that were either referred by school staff or by self-referral. These students received anywhere from 30 minutes or more of 1:1 time, CODAC staff talked to the referred students about bullying behavior they were involved in as a bystander, bully or victim. After the first meeting CODAC staff would follow up with them	Overall implementation was delayed, but program has now been introduced, instilling interest in numerous students.

	anywhere from 1 week to 3 weeks to check in with them on how things were going for them. An important fact is that the number of self-referrals increased as the year progressed, which showed CODAC that more students were aware of the program and more comfortable talking about bullying.	
Pima Youth Partnership	• 233 youth were recruited and participated in the Life Skills Program. • Ajo: 128 • Catalina: 43 • Marana 62	Objectives met
Pima Prevention Partnership	• 13 classes, 4 different schools, 329 students served, 307 students, graduated	Objectives met

Some agencies delineated the following challenges and barriers to recruitment and retention:

- Logistical challenges at schools (PPP)
- Absence of school readiness for full implementation of school-wide initiative, based upon school-specific factors (CODAC)

The following chart highlights the documentation strategies used by agencies for recruitment and retention data.

Chart 8 Documentation Strategies for Recruitment and Retention

Agency	Documentation Strategy
Chicanos por la Causa	• No formal documentation was available regarding recruitment and retention. Actuarial data regarding these processes is gathered through information/enrollment sheets indicating original enrollment and completion rates for program.
CODAC	• CODAC and Sheila Murphy Associates have collaborated in the development of forms designed to capture input obtained during school-based meetings, included but not limited to Discipline Committee and student coaching sessions.
Pima Youth Partnership	• Ajo Unified School District #15 provided report cards grades directly to the Life Skills Educator, Bridget Rendon, for 116 Life Skills participants.
Pima Prevention Partnership	• Customized on-line forms created by Sheila Murphy Associates for use by Partnership staff in entering data that supports record-keeping. • Documentation maintained by program and evaluation staff.

Summary of Evaluation Findings: Recruitment and Retention

Recruitment and retention equate to the lynchpin of a program's success. Success in reaching target outcomes for the programs included in the Safe and Drug-Free Schools and Communities initiative depends upon agencies' reaching, attracting, and retaining the at-risk families for whom the initiative has been designed. The Year 1 process evaluation is designed to address questions of effectiveness in an effort to pave the way for the success of programs during their implementation during Years 2 and 3.

Strategies employed by all agencies, as specified in the above charts can be classified in the following manner:

- Direct delivery for intact groups, in which intact classrooms are specified as the target for delivery of programs. (CODAC)
- Place-based marketing, in which audiences deemed likely to be receptive to the target program can be reached with key message points. (Chicanos por la Causa)
- Direct marketing, word-of-mouth and related techniques for reaching the target participant. (CPLC, CODAC, PPP, PYP)
- Direct mail, using flyers, mailings, newsletters, and related to reach students' families. (PYP)

The effectiveness of recruitment methods for programs can be assessed directly with respect to the ability of agencies to attract and retain target numbers of participants during Year 1 of the program.

CPLC, PPP, and PYP have reached target goals for participation. CODAC has devoted the initial project year to ensuring full institutionalization of the OBPP, with plans for integration in Year 2 of programming.

Documentation of Recruitment and Retention

All funded agencies have methodical practices for documenting recruitment and retention. Each set of procedures is sufficient for clarifying effectiveness as well as deficiencies in relation to recruitment and retention. Individual agencies have recognized both system-based and process-based challenges and opportunities in relation to recruitment and retention, indicating timely methods of infusing course correction where necessary.

Program Implementation

Six evaluation questions were used to address the area of Program Implementation:
1. Were the session activities implemented as intended?
2. How does the agency change its activities or services to support needs of its participants?
3. Does the Safe and Drug Free Schools & Communities Program result in programs serving the appropriate target population?
4. Are the Safe and Drug Free Schools & Communities Programs working towards the desired outcomes as outlined in the program logic models?
5. Are the measures as defined by the individual program designs appropriate? (See Chart 11)
6. What characteristics of the project implementation process facilitate or hinder accomplishment of project goals?

The primary data sources used to answer these questions included:
- Agency Quarterly Reports
- Agency Individual Evaluation Reports (when included as question in site's process evaluation)
- Site visits by State evaluation team

Implementation of Agency Activities

A review of the quarterly reports submitted by the agencies indicates that the majority of agency activities were implemented as intended. The primary reasons given by agencies for delayed implementation of activities were:

- Scheduling Issues
    - Need for additional and continuing staff training
    - Delay in implementation due to new staff hires
    - Delay in implementation due to lack of staff
- Partnership Issues
    - Turnover of administration at partner school
    - Development of relationships with team members in partnership
- Timeline Issues
    - Change in activities from collaborating school, impacting on site's timeline
    - Length of time required for full implementation of activity
    - Miscalculation of planning time needed on original timeline for activity
- Challenges in recruitment of participants
    - Low attendance patterns
    - Need to perform additional recruiting where initial efforts did not meet target

General program challenges occurred at certain sites that impacted on program implementation. The sites changed their activities and services to compensate for challenges in the following ways.

Chart 9 Program Changes to Meet Implementation Challenges

Challenge	Program Change
Shift from academic schedule to after-school schedule	▪ (PPP) Revisiting established program objectives and collaborating to ensure that target audience is reached and resource allocation is made.
Need for ensuring evidence-based outcomes	▪ (CPLC) Adoption of science-based curriculum recognized by SAMHSA, functional for multicultural populations, ensuring evaluability.
Maintaining consistent communication with school personnel concerning the function and purpose of a prevention program	▪ (PYP) Establishing regular meetings with school personnel to ensure full and mutual understanding of program concepts and requirements for achieving stated outcomes.
Need for fluency in English and Spanish Languages	▪ (All) Establishing precise requirements of agency staff who will administer programs, ensuring language proficiency, to meet participant family requirements.
Need to clarify the meaning of "prevention"	▪ (All) Clarifying for staff the distinction between "offending" students and "at-risk" students.
New assignments for school administrators assigned to participating schools during 2005-2006 year.	▪ (CODAC) Establishing relationships with new administrators for the coming school year, due to changes in administration in the districts served.

Characteristics of Project Implementation

Agencies reported their progress in program implementation on a quarterly basis during Project Year 1. These reports were analyzed to identify those program characteristics that facilitated or hindered accomplishment of project goals. The following chart presents these findings.

Chart 10 Characteristics of Project Implementation by Agency

AGENCY	Characteristic that Facilitated Implementation	Characteristic that Hindered Implementation
CPLC	• Transition to science-based program (Too Good for Drugs) has positioned the agency for a successful implementation. • Agency seeks to regularize performance of staff with full focus on meeting specified outcomes. • Agency seeks to ensure that staff receive formal training prior to implementing program. • One-day training for all mentors provided good preparation for what to expect, covering documentation, duty to warn, tools, procedures for home visits, in addition to theory and models that underlie the mentoring process, and proper procedures for documentation. • Mentor training included mock home visits, emphasizing proper modes of addressing typical situations, including calling the mother "Seňora"; recognizing that home visits can be conducted from the doorway. It is important that mentors know not to intrude upon the family's privacy. • The common sense-based "drive-by" assessment that the staff use furnishes first-hand information on a frequent and regular basis about who is using programs, how these programs are being received, and possible areas of opportunity. • Year-end retreat provided a mode for conveying expectations and reviewing what worked well and what did not. • Good pool of applicants for mentor positions from ASU. • Use of ASU listserv "La Gente" for Latino students.	• Biggest challenge faced when conferring with teachers is communicating the idea that CPLC is targeting at-risk students, rather than offending individuals. • Further, CPLC seeks to convey that the program is not exclusively for Latino students. • Challenging to recruit in high school.
Pima Youth Partnership	• 233 youth participated in the Milagro II Life Skills programs. • Six (6) community service projects occurred this quarter. All 12 of the community service projects scheduled occurred this year. • The dosage for Catalina is higher than Ajo or Marana because youth were used to attending the established PYP After School Program and the summer program on a regular basis. • A summer Life Skills Program was held in Catalina June 6-30th following summer school. 24 youth attended. • One (1) of the parents came up to the Life Skills Educator, Frank Montano, and told him that she could see a change in her son since he started coming to the Life Skills Summer	• Lower program dosage than originally intended, based upon the need to schedule programs during non-academic time. • Staff turnover proved challenging regarding continuity of implementation. • Across all sites it was a challenge to get the maximum number of participants to attend the end of the year awards celebrations after school was let out for the summer. • Transportation to the awards ceremony was an issue because the busses that youth normally

	Program and that being there was very good for him. She said his behavior had changed at home. The youth had become more responsible and he even had a better attitude. • 30 Life Skills youth created their own t-shirts and made bookmarks with drug facts for a booth that they decorated and manned at a local Youth Expo on April 9, 2005. The Youth Expo highlighted youth organizations in the area. Not counting schools, Pima YOUTH Partnership (PYP) had the largest number of youth in attendance. Youth participated in the opening ceremonies, manned the drug fact booth (that they created), and announced raffle winners to the crowd of over 2,000 youth and community members. Life Skills youth from the *Circle of Life Project* attended and "copied" the booth that the Marana youth designed for a community service project. • One (1) teacher volunteered to stay after school to help with the Life Skills program at Estes Elementary School. • Estes Elementary School provided directly to the Life Skills Team Leader, Erin O'Callaghan, grades for 45 Life Skills participants. • Marana Middle School provided directly to the PYP staff, grades for 24 Life Skills participants.	take to Life Skills events were not running. • Marana: In April many planned Life Skills classes were canceled due to field trips and other school events in Marana.
CODAC	• CODAC staffed a full-time professional at Hohokam School to facilitate implementation. • Olweus Program is being implemented in concert with Character Counts and Second Step initiatives. • Staff member from CODAC has been trained in 2-day Olweus program in Phoenix. • Discipline Committee, in place, with (initially) monthly meetings, and later in the school year, weekly meetings. • The Discipline Committee has been welcoming of CODAC staff participation. • Three counselors are on staff, and two more were brought in. • Awareness-building represents a critical ingredient of the initiative. • Homeroom is the site of bullying prevention lessons. • Some teachers have bought in to the program • Training conducted for teachers and staff who did not receive that training as part of disciplinary committee. • Considerable up-front investment of time in the program. • Communication is deemed key to the success of the program. • CODAC representative worked with students	• Bullying is an integral part of the school's culture, in 6th grade, particularly. • Teachers have multiple initiatives to implement. • Some teachers have resisted the program. Those who have, indicated (1) Not trained well enough to implement, (2) Lessons are too long. • School-wide kick-off of program was cancelled. • Circle and structure not completed according to program specifications. • Traditional row-based teaching, in place; requires adjustment. • Anticipated changes: (1) select teachers to participate in October Olweus Conference with CODAC representative; (2) conduct class meetings in social studies classes, (3) 10 teachers, once monthly, to hold meetings regarding bullying and related concerns with school principal • The completions of major

	trained for anti-bullying kickoff skit presentation • Poster contest held (3 winners awarded). • Held 4-hour training on May 26, 2005 • Participated in school's summer program during June, 2005. • Met with students involving in bullying scenarios, coaching bullies and students bothered by bullying. • Conversations were held with discipline committee, assistant principals and the principal to discuss ways of making sure that the major components of the program are implemented in full in the upcoming school year • Many other components of the program, discipline committee meetings, youth bullying prevention meetings, 1:1 interventions, and the discipline and youth committee being trained, that were implemented as prescribed by the OBPP developers. • CODAC has budgeted for substitutes to cover for all teachers to receive the Olweus four-hour training August 30th and 31st for the 2005/2006 year. • The dates have also been set for the School and Community Kickoffs with the school principal.	components of the program have been delayed due to systems challenges. Throughout the year CODAC worked diligently to identify and rectify the challenges that hindered the completion of those components. • The components of the program that were not completed were the Student and Community Kick-off celebration as well as all of the school staff and faculty being trained. • Classroom meetings were implemented in some of the classrooms but not all of them as intended by CODAC staff. • CODAC experienced communication difficulties with the school principal in regards to the school and community kickoffs dates therefore were unable to host these events. • Not all teachers were trained, due to time constraints and the requirement of substitutes to replace the teachers.
Pima Prevention Partnership	• RY advisory board was created and staffed by teachers and staff from each school along with RY staff. They met once in December to discuss the RY program and the Professional Development program • There were no changes to activities or services, although additions were made to enhance the program. The additions were provided through a multimedia venue. Group Leaders met to select films that reflected certain skills that were being taught in the class. Group Leaders related story lines to skills taught in the program. Participants were asked to write short essays on how the skills emphasized in the movie related to them. Films added were: "The Outsiders" – for self-esteem, "Lean on Me" – for decision making and personal control, "Stand and Deliver" – for interpersonal communication, personal control, and discipline (2nd quarter only), and " The Iron Giant" which replaced " Stand and Deliver" in the 3rd and 4th quarters to show similar skills. Also, from the show "48 Hours", the article "One Last Chance" was shown to emphasize decision making and a after watching the Dateline special called, "Drive by	• Ad hoc approach to recruitment, combined with processes particular to each separate school; multiple methods were used for implementation, based upon the individual school need. • Each participating school initially agreed to release aggregate student achievement scores; however, these data were not obtained from a single institution. A change in Principals at two of the four schools during or at the end of the school year may have been a factor. • There was a problem in communicating with one Principal. Phone call and e-mail logs show that that Principal was unresponsive. • Measures for evaluating stated program objectives need to be re-defined, and data obtained, to assess accurately the level of change. At present, acknowledgement has been made

	Night" drinking and driving issues were discussed	by site-level evaluation staff from the agency that definitional issues and instrumentation issues have precluded their providing measures to assess program delivery effectiveness.
		• The Reconnecting Youth (RY) curriculum provides a pre- and post- survey to help measure drug use among Reconnecting Youth participants. In order to best capture student commitment to staying drug and alcohol free, the single question asking about this was divided into four. This question was split because alcohol is illegal up to 21 years of age. The participants, as well as group leaders, made a point that commitment to staying alcohol free is a much different commitment than staying/becoming drug free. With the two questions regarding whether or not the students were committed to staying/becoming alcohol free until 21 years of age and committed to staying/becoming drug free, two questions regarding their level of commitment to each was also necessary.

Summary of Evaluation Findings

Partnership Collaboration
The process evaluation for the Year 1 implementation of the Safe and Drug-Free Schools and Communities initiative in Arizona has facilitated identification of those collaboration patterns that contribute positively as well as those requiring improvement in the interest of attaining target outcomes in Years 2 and 3 of program implementation. Based upon a review of emphases and activities, the predominant mode that collaboration assumed was in the areas of planning and resource contribution. Some activity occurred in implementation and review and oversight, but none of the agencies demonstrated the area of conceptualizing expansion. This may be due, at least in part, to the early stages of implementation characterized by the initial formal year of the grant.

Recruitment and Retention
A wide variety of approaches to recruitment has been demonstrated by grantees included in the SDFSC initiative. Grantees assessed the effectiveness of the respective approaches employed for attracting qualified participants to program offerings. Pima Youth Partnership, Chicanos por la Causa, and Pima Prevention Partnership met their target goals for recruitment numbers.

CODAC recruited a lower number of youth than projected in stated goals, based upon the school's decision to delay full implementation of the program. Opportunities for enhanced planning and course correction are suggested by approaches, results, and activities indicated by participating agencies. A review of documentation strategies suggests that the consistent employment of even the simplest of recruitment record-keeping can contribute effectively to agency-wide understanding of program status. Such awareness, combined with focused planning meetings at which challenges are addressed with active partners, can make the critical difference between meeting and not meeting goals for reaching and benefiting the target population of at-risk families.

Implementation of Agency Activities
As noted, agency-based implementation generally occurred as projected. Where delays occurred, the primary reasons related to staffing, partnership, timeline, and participant recruitment. Numerous indicators of probable success were cited by funded agencies, in anticipation of outcome measurement to follow in years 2 and 3 of the initiative. Among the implementation characteristics that hindered or challenged implementation were staff-related issues, school readiness for implementation, pre-program communication with school staff, to ensure consistent logical support for programs, consistency issues pertaining to attendance, recruitment challenges, scheduling incompatibility between the school calendar and the program specifications, operating challenges within the school environment, and insufficiency of practices established for data collection.

VI.   Reporting of Outcome Data

Each funded agency in the Safe and Drug Free School and Community grant program is responsible for conducting an internal evaluation of its respective programs. While these internal evaluations are valuable in identifying agency-specific process and outcome results, it is the desire of the GOCYF to evaluate outcomes across all the agencies on a statewide basis. In order to conduct a systematic compilation of program effects, a quantitative statistical procedure known as meta-analysis is being utilized in years 2 and 3.

Meta-analysis synthesizes findings across many studies, overcoming the problems of small samples and diverse outcomes and programs. In the past, small numbers, different program strategies, target populations, outcome measures, intensities, implementations and research designs have been research obstacles. By implementing meta-analysis, the evaluation team was able to take the quantitative results of each agency's outcome evaluation and convert the results into a common metric (effect size), thereby allowing comparison of results across studies.

The meta-analysis assesses program strategies and the effects of various moderators and sources of variability in the program effects. The report produced in year 2 will provide reporting of outcome data using meta-analysis approach.

Site-Based Strategies for Gathering Outcome Data

During year 1, each site administered the survey instruments that will be used to gather outcome data. As can be seen in the following chart, the data sources varied from one survey instrument being used in one agency to six data collection instruments being used in another agency. The survey instruments ranged from being vendor-developed, research-based, to agency-developed pilot instruments. With the exception of the School Safety and ATOD Issue Survey instrument, none of the agencies used the same survey instrument in their evaluation studies. Two agencies attempted to collect student achievement data. However, both agencies reported difficulty in obtaining student academic achievement data or GPAs from the schools. Some agencies reported methodological problems in the administration of the survey instruments as well as the unavailability of data from some agencies. The limitations cited by the agencies in the collection of outcome data included:

1. Subject attrition from pre to post test
2. Small sample size of matched pre/post surveys
3. Inconsistent data on grades and attendance across the program sites
4. No data collected on program dropouts
5. Administrative changes at funded agency
6. Introduction of new curriculum; measurements did not match new curriculum
7. Schedule of survey administration not consistent with program application
8. Satisfaction surveys not administered as scheduled
9. Several versions of survey instrument used
10. Agreements with school systems to gather grades, attendance and infraction information not adhered to by school
11. Program delays postponed administration of post survey

Recommendations are provided in Section IX to address these methodological issues in Year 2.

Data quality was also cited by some agencies, including missing data, missing attendance sheets, absence of facilitator logs or observation logs, reading and comprehension levels of youth completing surveys.

The chart on the following page presents an overview of the evaluation methodologies used at each agency. It should be noted that some agencies did not administered posttests in Year 1.

Chart 11 Summary of Evaluation Methodologies

Agency	Site	Program Name	Sample	Data Sources	Status of Data Gathered
CODAC	Hohokam Middle School	Olweus Bullying Prevention Program	N = 309	Olweus Pre/Post Student Survey	Pre only
Pima Youth Partnership	Ajo School Catalina School Marana School Richey School	LifeSkills Training (LST)	N = 223	• Botvin's LST Training Questionnaire (S3)	Pre/Post
		Teen Outreach Program (TOP)	N = 21	• Student Survey of Risk & Protective Factors/School Bonding Subscale • Educational Expectations and Aspirations Subscale • GPA • School Attendance	Pre/Post Pre/Post No Yes
Pima Prevention Partnership	Apollo Middle School Doolen Middle School Sierra Middle School Safford Middle School Valencia Middle School	Reconnecting Youth	N = 309	• School Records • RY Student Demographic Survey • Drug Involvement Survey • Student Satisfaction Survey • Group Leader Assessment of Student Competencies	No school records Pre only Pre/Post Post only Pre/Post
	Apollo Middle School Doolen Middle School Sierra Middle School	Professional Development for Middle School Teachers	N = 120	• Professional Development Demographic Survey • Problems: An Opportunity for Growth Professional Development Survey • Professional Development Satisfaction Survey	Pre only Pre/Post Post only

Chicanos por la Causa	Laird Elementary School Thew Elementary School	Life Skills Training Too Good For Drugs	N = 44	• CSAP School Attachment Survey • CSAP Social Skills Survey • Normative Beliefs of Aggression Scale • CSAP adaptation on the Family Bonding Scale • GPA & Attendance • Student Satisfaction Survey	Pre/Post Pre/Post No Pre/Post Yes No
	High School Student volunteers	Peer Leadership	N = 21	Perceived Leadership Measure	Pre/Post
	Laird and Thew	Parent/Family Education and Home Visits	Unknown	None Indicated	No
	Laird and Thew	Alternative Activities	Unknown	None Indicated	No

Preliminary Results by Agency and Program

CODAC

Evaluation Instruments Used
One student pre-post outcome measure was used by CODAC to assess impact of the Olweus Bullying Program on student knowledge, understanding and experience with bullying. A teacher survey was used to assess teacher perception of student behavior and attitude since the initiation of the bullying prevention program. The results of this survey will be used as a baseline measure, since the program was not fully implemented in year 1.

Comments on Preliminary Outcome Measurements and Preliminary Findings
CODAC addressed three outcome evaluation questions in the evaluation plan:
1. What impact does the bullying program have on participant attitudes regarding antisocial behavior?
2. What impact does the bullying program have on bullying offenses and related offenses?
3. What impact does the bullying program have on youth behaviors?

A pre survey was conducted with 309 students at Hohokam Middle School. On the pre survey, 32% of the students indicated having been a victim of bullying and 25% reported that they had taken part in bullying another student within the past "couple of months". Boys being bullies occurs more frequently than girls being bullies (2 to 1 ratio). The following chart presents the ways students were bullied and the means for the various types of bullying. The rating scale was 1 to 5 with 1 being "it hasn't happened in the past couple of months" to 5 being "several times a week". The most common bullying experiences have been name calling, telling lies/spreading false rumors, and bullying with a sexual meaning. There were no significant differences between boys and girls in terms of the frequency of being bullied or the type of bullying experience.

Chart 12 Percent Frequency for Students Who have been Bullied: Type of Bullying Experienced by Students in Past Two Months (N=98)

	Rating Scale			
Type of Bullying Experienced	2	3	4	5
I was called mean names, was made fun of, or teased in a hurtful way	25%	4%	2%	5%
I was bullied with mean names, comments, or gestures with a sexual meaning	17%	2%	2%	2%
Other students told lies or spread false rumors about me and tried to make others dislike me	13%	2%	1%	1%
Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me	26%	1%	2%	2%
I was bullied with mean names or comments about my race or color	16%	1%	1%	1%
I was hit, kicked, pushed, shoved around, or locked indoors	7%	1%	1%	1%
I had money or other things taken away from me or damaged	17%	3%	1%	2%
I was threatened or forced to do things I didn't want to do	10%	2%	1%	1%
I was bullied in another way	6%	0%	1%	1%
I was bullied with mean names or comments through an email, instant message, text message, or website	9%	1%	0%	1%

Those students who had been bullied in the past two months were asked to respond to a series of questions regarding how the bullying took place. Of those students who have been bullied, the majority (66%) were bullied by someone at the same grade level and the bullying was usually done by one person. The majority of the bullying lasts for one or two weeks and occurs primarily on the playground, in the hallways, and in the classroom when the teacher is gone. Of those students who indicated being bullied in the past two months, half reported the bullying to someone. The reporting is usually done first to a friend and then to parents/guardians.

Students were asked to respond to two questions regarding the response to bullying at the school. The following chart presents the mean ratings regarding the frequency of response to bullying using a scale from 1 to 5 with 1 being "almost never" to 5 being "almost always".

Chart 13 Student Perception of Response to Bullying – Mean Rating (N = 309)

	Mean	SD
How often do the teachers or other adults at school try to put a stop to it when a student is being bullied at school?	3.06	1.593
How often do other students try to put a stop to it when a student is being bullied at school?	2.08	1.194

As might be expected, teachers respond to the bullying more often than do students. However, according to students, with a mean of 3.06, teachers are not responding to the bullying over half the time.

When asked how they feel about seeing another student being bullied, 59% of the 300 students responding to the item indicated that they feel sorry for the victim. 15% of the students feel that the student deserved it, and 26% of the students didn't "feel much" about the incident.

Of the 78 students who reported taking part in bullying, 48% indicated that a teacher had talked to them at least once about it, and 38% reported being talked to by a teacher several times about their bullying behavior. Students were also asked if they would join in bullying a student that they didn't like. Approximately 22% of the 288 students responding to this question indicated that they would join in the bullying. Approximately 50% of the students responding to the survey indicated that they had either seen or knew of someone being bullied. These students were asked to indicate how they "usually react" when their see or hear that someone has been bullied. From this group, 47% of the students indicated that they "would try to help the bullied student in one way or another." Approximately 10% of the students indicated that they would condone the bullying and 17% would "just watch".

A correlational analysis was conducted to examine relationships among student attitude towards school, number of friends, and ways of bullying. Results of Pearson Correlation indicate a negative relationship between bullying with mean names or comments about race and color and the number of friends that students have. In other words, students who have fewer friends are more likely to bully others by using mean names or making comments about race/color. Student attitude towards school (like or dislike) does not appear to be related with types of bullying behaviors. The various methods of bullying appear to be related with each other; that is, those who bully others using one method are also likely to use other ways to bully someone.

Chicanos por la Causa

Evaluation Instruments Used

Three pre-post outcome measures were used by CPLC to gather information on their SDFSC programs. The outcomes domains included: Academic Achievement, Social Skills, and Family Bonding. All measures were adopted from the core measures published and accepted by the Center for Substance Abuse Prevention (CSAP). Demographic data was collected through the use of a General Information Sheet. The demographic domains measured included gender, age, grade, ethnicity, primary language, and school youth is attending. Youth perception and values regarding expression of anger and violence was to be measured using an adapted instrument from Huesmann & Guerra (1997). This survey was not administered. A satisfaction survey was used to assess whether the youth participants found the program to be helpful and whether they would choose to participate again. The high school volunteers were given a perceived leadership measure to assess changes in their confidence in being about to effect change in their environment. This measure is also a CSAP core measure.

Comments on Preliminary Outcome Measurements and Preliminary Findings

CPLC addressed three outcome evaluation questions in the evaluation plan:
1. What impact does the CPLC program have on positive adult (family) bonding?
2. What impact does the CPLC program have on academic achievement and school attachment?
3. What impact does the CPLC program have on youth pro-social skills?

The following charts present the results of the CSAP Survey administered to the 3rd, 4th, and 5th grade participants in the Too Good For Drugs and mentoring programs and the high school youth who are in the Peer Leadership program. The scale used throughout the survey was 0 to 3 with 0 being "no way" to 3 being "yes, totally". Results of ANOVA indicate no significant difference between pre and post measures for any of the three groups. However, a review of the effect sizes indicates some variance in the impact of the program on certain behaviors and attitudes and these differences are highlighted in the text following each chart. Those effect sizes that are italicized are negatively valued items and a negative direction is preferred.

Chart 14 Results of CSAP Survey on Key Factors: Means, SD, and Effect Sizes for 3rd Graders

Factors and Survey Items Scale: 3=Yes Totally, 2=Yeah, 1=No, 0=No Way	N pre	Mean pre	SD pre	N post	Mean post	SD post	Pooled SD	Effect Size
Academic Achievement								
1. It is okay to cheat at school	18	0.94	1.21	15	0.53	0.83	1.06	*-0.39*
2. I try to finish my homework every day	18	0.33	0.49	15	1.07	2.79	1.91	0.38
3. I feel safe at school	18	0.33	0.49	15	1.07	2.79	1.91	0.38
4. I think about what I would like to be when I grow up	18	0.39	0.50	15	0.67	0.72	0.61	0.45
5. School is important	18	0.33	0.59	15	0.40	0.51	0.56	0.12
6. It is okay to ask questions when you don't understand	18	0.50	0.62	15	0.47	0.52	0.58	-0.05

Pro-Social Skills	N pre	Mean pre	SD pre	N post	Mean post	SD post	Pooled SD	Effect Size
1. It is important to make friends	18	2.58	0.60	15	2.33	0.62	0.61	-0.41
2. It is important to respect adults	18	2.78	0.43	15	2.60	0.51	0.47	-0.38
3. It is OK for someone my age to smoke cigarettes	18	2.78	0.43	15	2.93	0.26	0.36	*0.43*
4. It is OK for someone my age to drink beer	18	2.67	0.49	15	2.93	0.26	0.40	*0.67*
5. I let other kids my age tell me what to do	17	1.65	1.27	15	2.40	0.63	1.02	*0.74*
6. It is wrong to hit people	18	1.44	1.34	15	1.67	1.23	1.29	0.17
7. It is wrong to make fun of others	18	1.44	1.38	15	1.00	1.13	1.28	-0.35
8. It is okay to steal	17	2.65	0.49	15	2.80	0.41	0.46	*0.33*
Family Bonding								
1. It is important to tell your parents the truth, even if you broke a rule	18	0.72	1.02	15	0.40	0.51	0.83	-0.39
2. It's okay to lie to my parents	18	0.61	0.78	15	0.27	0.46	0.65	*-0.53*
3. I argue with my parents	18	0.83	1.10	14	1.07	1.07	1.09	0.22
4. It is important for my parents to know what happens in school	17	0.41	0.51	15	0.33	0.49	0.50	-0.16
5. It is okay to tell my parents when I have a problem	18	0.22	0.43	15	0.47	0.52	0.47	0.52

A new program was adopted by CPLC, Too Good For Drugs, during year 1 and the outcome measures being used for the pre and post surveys were not directly responsive to the impact domains of the curriculum. Therefore, interpretation of the "impact" of the program should be done with caution.

The 3rd graders in the program reported a moderate change in their attitude in the area of Academic Achievement, indicating a more positive attitude toward completing homework and a decrease in their acceptance of cheating at school. The largest effect size for the Academic Achievement factor was the 3rd graders thinking about what they want to be when they grow up. The 3rd graders reported a moderate increase in feeling safe at school.

The 3rd graders did not report an increase in pro-social skills or an improvement in their attitudes. A negative effect size indicates that they do not feel it is important to make friends or to respect adults. The 3rd graders had moderately large positive effect sizes regarding favorable attitudes toward alcohol and tobacco use. In other words, they believe it is okay for someone their age to drink beer or smoke cigarettes. 3rd graders also reported an increased sense of peer pressure with a large effect size (0.74) calculated for the item, *I let other kids my age tell me what to do*. The 3rd graders do not feel that it is wrong to hit people or to make fun of others, with low post mean ratings of 1.67 and 1.0 respectively. The 3rd graders also feel that it is okay to steal with a post mean rating of 2.80.

The 3rd graders did not report an increase in family bonding attitudes or behaviors. The majority of the 3rd graders in the program do not feel it is important to tell their parents the truth and they feel it is okay to lie to their parents. They also do not feel that it is important for their parent to know what happens in school.

Chart 15 Results of CSAP Survey on Key Factors: Means, SD, and Effect Sizes for <u>4th Graders</u>

Factors and Survey Items Scale: 3=Yes Totally, 2=Yeah, 1=No, 0=No Way	N pre	Mean pre	SD pre	N post	Mean post	SD post	Pooled SD	Effect Size
Academic Achievement								
1. I like coming to school	25	0.40	0.71	21	0.48	0.60	0.66	0.12
2. I like to learn	25	0.20	0.41	21	0.38	0.59	0.50	0.36
3. It is important to have good attendance	25	0.28	0.54	21	0.14	0.36	0.47	-0.29
4. It is OK to cheat at school	26	0.35	0.85	21	0.14	0.36	0.67	-0.30
5. It is good to study before a test	26	0.19	0.40	21	0.29	0.46	0.43	0.22
6. It is good to be at school on time	26	0.46	0.58	21	0.29	0.46	0.53	-0.33
7. School is important	25	0.16	0.37	21	0.24	0.44	0.40	0.19
8. I think about what I would like to be when I grow up	26	0.65	0.75	21	0.43	0.68	0.72	-0.31
9. I feel safe at school	26	0.38	0.57	21	0.33	0.48	0.53	-0.10
10. It is OK to ask questions when you don't understand something in class	26	0.31	0.55	21	0.24	0.44	0.50	-0.14
11. I try to finish my homework everyday	26	0.15	0.37	21	0.19	0.40	0.38	0.10
Social Skills								
1. It is important to make friends	26	2.31	0.74	20	2.40	0.82	0.77	0.12
2. It is important to respect adults	25	2.80	0.41	21	2.76	0.44	0.42	-0.09
3. It is OK for my someone my age to smoke cigarettes	26	2.88	0.43	21	2.90	0.30	0.38	0.05
4. It is OK for someone my age to drink beer	26	2.81	0.49	20	2.90	0.31	0.42	0.22
5. I let other kids my age tell me what to do	26	2.58	0.99	21	2.86	0.36	0.77	0.36
6. It is wrong to make fun of others	25	1.68	1.35	21	1.86	1.35	1.35	0.13
7. It is wrong to hit people	25	1.88	1.30	21	1.86	1.35	1.32	-0.02
8. It is OK to lie	25	2.92	0.28	21	2.86	0.36	0.32	-0.20
9. It is OK to steal	25	2.92	0.28	21	2.86	0.36	0.32	-0.20
Family Bonding								
1. It is important to respect my parents	26	0.27	0.67	21	0.14	0.36	0.55	-0.23
2. It's important to talk to my parents when I have a problem	26	0.12	0.33	20	0.25	0.72	0.53	0.25
3. I talk to my parents/guardian about my school day	26	0.31	0.55	21	0.43	0.60	0.57	0.21
4. I follow my parents' rules	26	0.31	0.47	21	0.24	0.44	0.46	-0.15
5. My parents worry about me and try to protect me	26	0.08	0.27	21	0.19	0.51	0.40	0.29
6. It is important to tell your parents the truth, even if your broke a rule	26	0.08	0.27	21	0.19	0.40	0.34	0.34
7. I argue with my parents	26	0.69	1.05	20	0.65	1.09	1.07	-0.04

A review of the results from the survey administered to the 4th graders reveals that attitudes regarding attendance and tardiness continue to need attention at the 4th grade level. Students did indicate an increase in their attitude toward learning. The effect sizes for pro social items were relatively small indicating minimal change in student attitudes and behaviors regarding pro

social skills. One exception is the somewhat moderate effect size for the item regarding peer pressure; it seems that there is change in thinking about peer pressure between the 3rd and 4th grade. It appears that 4th graders are less likely to let their peers tell them what to do than are 3rd graders. The 4th graders have somewhat more positive attitudes toward the items compiling the family bonding factor than do the 3rd graders. A comparison of the effect sizes between the 3rd grade and 4th grade students seems to indicate that there was a more radical change in 3rd graders' attitudes and behaviors than found in similar areas with the 4th grade students. There were no significant differences between pre and post surveys, but the individual items and alignment with the curriculum should be examined given the variation in effect size and the direction on some items.

Chart 16 Results of CSAP Survey on Key Factors: Means, SD, and Effect Sizes for High School Youth Volunteers

Survey Items Scale: 3=Yes Totally, 2=Yeah, 1=No, 0=No Way	N pre	Mean pre	SD pre	N post	Mean post	SD post	Pooled SD	Effect Size
1. When I know how to do something (homework assignment, build a model, fix a car, etc.) I try to help others with it	21	2.29	0.46	14	2.57	0.65	0.54	0.52
2. I think it is important to be a good example to kids younger than me	21	2.62	0.50	14	2.86	0.36	0.45	0.54
3. I know how to be a leader	21	2.33	0.66	14	2.5	0.65	0.66	0.25
4. I know how to organize people together and finish a job or complete something	21	2.24	0.62	14	2.64	0.63	0.63	0.64

A review of the above chart indicates moderate effect sizes on items measured on the high school youth survey. It appears that the program is having an impact on the attitudes, behaviors, and skills of those high school youth who are volunteering in the program. There were no significant differences between pre and post scores.

Pima Youth Partnership

Evaluation Instruments Used

School bonding was measured using the School Bonding Subscale of the Student Survey of Risk and Protective Factors Scale. This 6-item Likert subscale assesses the importance of school and classroom assignments as well as interest/enjoyment in school. This survey also includes 3 items that measure numbers of days of school missed in the last four weeks due to illness, skipping or other reasons.

School commitment was measured using the Educational Expectations and Aspirations Subscale of Monitoring the Future Instrument. This 5-item Likert subscale measures students' expectations for post secondary education including technical school, service in the armed forces, two-year college, four-year college and post graduate or professional school.

Attitudes towards substance abuse/use were measured using Section 3 of the Botvin's LifeSkills Training Questionnaire. This 16-item Likert instrument assesses attitudes of youth towards use of alcohol, cigarettes, marijuana and cocaine by peers.

Drug refusal and delay skills were quantified using Section 3 of the Botvin's LifeSkills Training Questionnaire. This 6-item Likert refusal skills subscale assesses degree of refusal if a youth is offered cigarettes, alcohol, marijuana, cocaine, inhalants or other drugs by someone. This 4-item Likert delay skills subscale assesses perceived ability to turn down or delay smoking, drinking or other drug use when pressured by someone.

Comments on Preliminary Outcome Measurements and Preliminary Findings
PYP addressed five outcome evaluation questions in the evaluation plan:
1. What impact does the PYP program have on school bonding?
2. What impact does the PYP program have on school commitment?
3. What impact does the PYP program have on youth attitudes toward substance abuse/use?
4. What impact does the PYP program have on youth refusal and delay skills?
5. What impact does the PYP program have on student academic achievement?

For questions 1 and 2 regarding school bonding and school commitment, no significant differences were found at the aggregate or individual site level. The effect sizes calculated for the individual survey items for these two factors are presented in the following chart. The majority of the effect sizes are very small (< +/- 0.10). Those items with effect sizes greater than +/- 0.10 include:
- How interesting are most of your courses to you? (Effect size: -0.13)
- How important do you think the things you are learning in school are going to be for your future life? (Effect size: -0.17)
- How often did you enjoy being in school? (-0.16)

The negative effect size indicates that students completing the post survey rated these items lower than they did on the pre survey. But the small effect sizes should be considered when interpreting the size of the impact of the program on the school bonding factor. There appears to have been minimal impact on this factor. The effect sizes for the items which compile the school commitment factor were also small. One item related to student intention to attend a technical or vocational school had an effect size of −0.37, indicating that students completing the post survey were less inclined to attend a technical/vocational school than when they took the pre survey. There was a significant difference between pre and post ratings in the aggregate ($F (1,350) = 10.16$, $p <0.004$), and at the individual site level, there were significant differences between pre and post ratings at Ajo on this item. There appears to be some program impact on student intention to attend a technical or vocational school. In an examination of the pre and post means for the other school options, it doesn't appear that the students who decided not to attend a technical/vocational school moved to another category.

Chart 17 Means, Standard Deviations and Effect Sizes for School Factors

School Bonding Items	Mean Pre	SD Pre	Mean Post	SD Post	Pooled SD	Effect size
How often do you feel that the schoolwork you are assigned is meaningful and important to you?	2.79	1.18	2.68	1.30	1.23	-0.09
How interesting are most of your courses to you?	2.25	1.15	2.10	1.15	1.14	-0.13
How important do you think the things you are learning in school are going to be for your future life?	3.42	0.94	3.24	1.05	0.99	-0.17
How often did you enjoy being in school?	2.51	1.21	2.30	1.29	1.24	-0.16
How often did you hate being in school?	1.81	1.29	1.79	1.15	1.23	-0.02
How often did you try to do your best in school?	3.34	0.89	3.27	0.95	0.91	-0.07
School Commitment Items						
attend a technical or vocational school	2.27	0.96	1.96	0.84	0.91	-0.37
serve in the armed forces	2.16	1.03	2.07	0.96	1.00	-0.09
graduate from a two-year college program	2.63	0.94	2.58	0.96	0.95	-0.05
graduate from a four-year college program	3.00	0.95	3.03	0.93	0.94	0.03
attend graduate or professional school after college	2.72	0.90	2.70	0.92	0.90	-0.03

There were no statistically significant findings on the pre and post survey items measuring attitudes toward substance abuse/use. However, a review of the effect sizes indicates that there were improvements in attitudes, refusal and delay skills with all survey ratings in the desired direction. All youth reported very negative attitudes toward drug use on the pre survey. It appears that youth maintained these attitudes throughout the program.

No data were collected on the number of school dropouts and information on grades and attendance rates from the schools was inconsistent across the three sites limiting any conclusions on program effect on academic achievement.

Pima Prevention Partnership

Evaluation Instruments Used

The evaluation instruments used by the Pima Prevention Partnership included:
- Participant Student Drug Involvement Surveys (Iterations 1, 2, and 3)
- Participant Student Demographic Survey
- Participant Student Satisfaction Survey
- Group Leader Assessment of Student Competencies
- Group Leader Weekly Log
- Professional Development Demographic Survey
- Problems: An Opportunity for Growth, Professional Development Pre and Post Survey
- Professional Development Satisfaction Survey

According to PPP, the instruments used to measure RY outcomes were entirely based on the Reconnecting Youth curriculum's instruments. However, as each cohort completed the program, it became apparent that the model program's Drug Involvement Survey needed to be modified to reflect the unique context of the population and culture being served. The instrument was modified three times with the final version being piloted in year one. This version will be finalized and used in year 2 of the project. The Professional Development Survey, also known

as the Teacher Development Survey, was created by the PPP site-based evaluator in conjunction with the facilitator and was based on the content of the Professional Development presentation. Since the Professional Development training must change year to year (otherwise the same teachers would receive the same training all three years) the requisite pre and post Professional Development Surveys will also change to accommodate the new material.

Comments on Preliminary Outcome Measurements and Preliminary Findings
PPP addressed four outcome evaluation questions in the evaluation plan:

1. What impact does the RY program have on school commitment and school performance?
2. What impact does the RY program have on student drug use behavior?
3. What impact doe the RY program have on self-esteem, decision making skills, personal control an interpersonal communication skills?
4. What impact does the teacher training have on teacher knowledge of prevention strategies?

No school records were available for analysis to measure impact on school commitment and school performance. On Evaluation Question 2, the survey was revised and the analysis reported by PPP was only from data collected during the 3rd and 4th quarters. The results should be interpreted with caution. A review of the effect sizes calculated for the individual survey items are presented in the following chart. The majority of the effect sizes are very small (<.10). Those items with effect sizes greater than .20

- During the past month I used over-the-counter drugs when I didn't need them (diet medicines, cough medicine, No-doz, Nyquil, etc.) (Effect size: 0.44)
- During the past month I felt bad about how much alcohol or other drugs I used. (Effect size: 0.23)
- Have you ever used over the counter drugs when you didn't need them? (Effect size: -0.23)
- How committed are you to becoming/staying marijuana and drug free? (Effect size: -0.25)

Results of ANOVA indicate significant difference in pre/post ratings in one of the above items:
- By the end of the program, there was an increase in the reported use of over-the-counter drugs (diet medicines, cough medicine, No-doz, Nyquil, etc.), $F(1, 231) = 11.12$, $p < 0.001$.

Measurement of self-esteem, decision-making skills, personal control, and interpersonal communication skills (in-group and out-of-group) were to be measured by group leader observations. Only in-group ratings were provided by the group leaders. This measure will be changed in year 2. According to PPP's internal evaluator, there is a bias among the group leaders to see positive changes and the results are probably not reflective of true progress. Another type of measurement will be considered for this evaluation question.

PPP also provided teacher training and administered pre and post teacher development surveys. Effect sizes were calculated for each item and are presented in the following chart. An examination of the effect sizes indicates that the professional development program had a moderate impact on teacher ability in two areas:

- Ability to recognize signs or characteristics in youth that typically lead to skipping or ditching school. (Effect Size 0.58)
- Creating a step-by-step plan to aid in accomplishment when setting goals. (Effect size: 0.50)

Smaller effect sizes were seen for the following skill areas; however, mean ratings were relatively high prior to the professional development sessions, which would explain the small effect sizes:
- Skill at being able to see your personal fault. (Effect Size 0.42)
- Ability to admit personal fault. (Effect Size 0.33)
- When you want to accomplish something how often do you begin with a complete idea or understanding of the end result? (Effect Size 0.32)

Teachers also rated their ability levels high in being able to accomplish long and short-term goals and in defining their goals. Very small effect sizes were seen for these two skills areas.

Results of ANOVA indicate significant differences between pre and post skills ratings:
- When setting goals, the program seemed to have helped participants create a step-by-step plan to aid in the accomplishment more often, $F_{(1, 120)} = 7.56$, $p < 0.007$.
- By the end of the program, participants reported greater ability to recognize signs or characteristics in youth that typically lead to skipping or ditching school, $F_{(1, 120)} = 10.22$, $p < 0.007$.

Chart 18 Reconnecting Youth Drug Involvement Survey – Effect Sizes (3rd and 4th Quarters)

Youth Drug Involvement Survey Items	N Pre	Mean Pre	SD Pre	N Post	Mean Post	SD Post	Pooled SD	Effect Size
During the past month I used over-the-counter drugs when I didn't need them (diet medicines, cough medicine, No-doz, Nyquil, etc.)... *(1=not at all, 2=once, 3=2-4 times, 4=5-8 times, 5=9 or more times)*	118	1.06	0.35	115	1.35	0.87	0.66	0.44
During the past month I felt bad about how much alcohol or other drugs I used. *(yes=1, no=2)*	118	1.92	0.27	119	1.97	0.16	0.22	0.23
During the past month I used illegal pain killers or opiates (heroine, morphine, tylenol with codeine, percocet, demerol, vicodin.)... ... *(1=not at all, 2=once, 3=2-4 times, 4=5-8 times, 5=9 or more times)*	117	1.01	0.09	119	1.04	0.27	0.20	0.16
Have you used alcohol in the past month (30days)? *(yes=1, no=2)*	117	1.76	0.43	119	1.82	0.38	0.41	0.15
During the past month I felt supported by my parents for NOT using alcohol, marijuana or drugs. *(yes=1, no=2)*	116	1.22	0.42	116	1.28	0.45	0.44	0.14
Have you set a goal to stay away from (avoid) using alcohol, marijuana, or other drugs? *(yes=1, no=2)*	114	1.26	0.44	110	1.33	0.47	0.46	0.14
Do you think marijuana is a drug? *(yes=1, no=2)*	117	1.08	0.27	116	1.10	0.31	0.29	0.09
What is the average of all you grades last(pre)/this(post) semester? *(0=F, 0.5=D-, 1=D,1.5=C-, 2=C, 2.5=B-, 3=B, 3.5=A-, 4=A)*	114	2.79	0.99	113	2.87	0.98	0.99	0.08
Have you found it hard to get through the past month without using alcohol, marijuana or drugs? *(yes=1, no=2)*	118	1.92	0.28	119	1.93	0.25	0.27	0.07
Have you used alcohol, marijuana, or drugs when kicking-back or partying with friends in the past month (30 days)? *(yes=1, no=2)*	117	1.85	0.35	119	1.87	0.33	0.34	0.06
How many times were you sent to the Principals Office last (pre)/this (post) semester? *(0=0 times, 1=1-2 times, 3=6-10 times, 4=10 or more times)*	117	0.38	0.82	119	0.44	0.90	0.86	0.06
During the past month I used alcohol, marijuana, or other drugs for fun. *(yes=1, no=2)*	115	1.85	0.36	118	1.87	0.33	0.35	0.06
Have you used illegal drugs in the past month (30days)? *(yes=1, no=2)*	118	1.96	0.20	119	1.97	0.18	0.19	0.05
How much do you think people harm themselves (physically or in other ways) if they smoke marijuana as a habit? *(1=no risk, 2=a little risk, 3=some risk, 4=a lot of risk)*	114	3.47	0.86	118	3.52	0.81	0.84	0.05
During the past month I used inhaled substances (glue, gasoline, paint thinner, spraycans, white-out etc.)... *(1=not at all, 2=once, 3=2-4 times, 4=5-8 times, 5=9 or more times)*	117	1.15	0.64	119	1.18	0.65	0.64	0.04
How old were you the first time you got drunk or high... *(0=never, 1=one, 2=two, 3=three, 4=four, 5=five, 6=six, 7=seven, 8=eight, 9=nine, 10=ten, 11=eleven, 12=twelve, 13=thirteen, 14=fourteen, 15=fifteen, 16=sixteen, 17=seventeen, 18=eighteen, 19=nineteen, 20=twenty))*	112	3.82	5.32	118	4.03	5.25	5.28	0.04

	N Pre	Mean Pre	SD Pre	N Post	Mean Post	SD Post	Pooled SD	Effect Size
How much do you think people harm themselves (physically or in other ways) if they try marijuana once or twice? *(1=no risk, 2=a little risk, 3=some risk, 4=a lot of risk)*	113	2.54	0.92	118	2.57	1.02	0.97	0.03
How many times did you have detention last (pre)/this(post) semester? *(0=0 times, 1=1-2 times, 3=6-10 times, 4=10 or more times)*	117	0.56	1.00	118	0.58	0.99	0.99	0.03
Do you think alcohol is a drug? *(yes=1, no=2)*	117	1.37	0.48	116	1.38	0.49	0.49	0.02
How committed are you to becoming/staying alcohol free until you are 21 years old? *(0=0% (not at all), 1=10%, 2=20%, 3=30%, 4=40%, 5=50%, 6=60%, 7=70%, 8=80%, 9=90%, 10100%(totally)*	21	7.29	2.99	21	7.33	3.09	3.04	0.02
Are you committed to becoming/staying marijuana and drug free? *(yes=1, no=2)*	21	1.14	0.36	20	1.15	0.37	0.36	0.02
Have you used alcohol, marijuana, or drugs on weeknights (M-Th) in the past month (30 days)? *(yes=1, no=2)*	117	1.91	0.29	119	1.91	0.29	0.29	0.01
During the past month I drank hard liquor (whiskey, rum, vodka, tequila, Jose Cuervo, Barcardi, etc.)... *(1=not at all, 2=once, 3=2-4 times, 4=5-8 times, 5=9 or more times)*	118	1.38	0.88	119	1.38	0.89	0.88	0.00
During the past month I used smoking tobacco or chew... *(1=not at all, 2=once, 3=2-4 times, 4=5-8 times, 5=9 or more times)*	118	1.21	0.71	119	1.20	0.56	0.64	-0.02
During the past month I used marijuana or hashish (weed, pot, grass, etc)... *(1=not at all, 2=once, 3=2-4 times, 4=5-8 times, 5=9 or more times)*	117	1.37	0.93	118	1.34	0.94	0.93	-0.03
Are you committed to becoming/staying alcohol free until you are 21 years old? *(yes=1, no=2)*	19	1.26	0.45	20	1.25	0.44	0.45	-0.03
During the past month my family and I fought because of my using alcohol, marijuana or drugs. *(yes=1, no=2)*	118	1.97	0.18	119	1.96	0.20	0.19	-0.04
How committed are you to becoming/staying drug/alcohol free? *(0=0% (not at all), 1=10%, 2=20%, 3=30%, 4=40%, 5=50%, 6=60%, 7=70%, 8=80%, 9=90%, 10100%(totally)*	96	7.03	3.66	95	6.88	3.78	3.72	-0.04
How much do you think people harm themselves (physically or in other ways) if they drink one or two alcoholic beverages (beer, wine, hard liquor, margaritas, Barcardi, Jos'e Cuervo) almost everyday? *(1=no risk, 2=a little risk, 3=some risk, 4=a lot of risk)*	115	3.16	0.86	118	3.11	0.89	0.88	-0.05
During the past month I used cocaine (coke, crack, feel good, rock candy, etc.)... *(1=not at all, 2=once, 3=2-4 times, 4=5-8 times, 5=9 or more times)*	117	1.08	0.35	119	1.06	0.27	0.31	-0.06
During the past month I used hallucinogens (angel dust, LSD, PCP, mushrooms, special K etc.)... *(1=not at all, 2=once, 3=2-4 times, 4=5-8 times, 5=9 or more times)*	117	1.04	0.28	119	1.03	0.28	0.28	-0.06
During the past month I used stimulants (amphetamines, crystal, meth, speed, MDMA, ecstacy, etc.)... *(1=not at all, 2=once, 3=2-4 times, 4=5-8 times, 5=9 or more times)*	117	1.03	0.16	119	1.02	0.13	0.14	-0.06
During the past month my friends and I fought because of my using alcohol, marijuana or drugs. *(yes=1, no=2)*	118	1.98	0.13	119	1.97	0.16	0.14	-0.06

	N Pre	Mean Pre	SD Pre	N Post	Mean Post	SD Post	Pooled SD	Effect Size
During the past month I skipped a class because of alcohol, marijuana or other drugs use. *(yes=1, no=2)*	117	1.98	0.13	119	1.97	0.16	0.14	-0.06
During the past month I drank beer or wine... *(1=not at all, 2=once, 3=2-4 times, 4=5-8 times, 5=9 or more times)*	118	1.68	1.02	119	1.61	0.98	1.00	-0.07
During the past month I used tranquilzers ((valium, xanax, roofies, etc.)... *(1=not at all, 2=once, 3=2-4 times, 4=5-8 times, 5=9 or more times)*	117	1.07	0.43	119	1.04	0.24	0.35	-0.08
Have you ever used alcohol? *(yes=1, no=2)*	116	1.59	0.49	119	1.55	0.50	0.50	-0.10
Have you used OVC when you didn't need them in the past month (30days)? *(yes=1, no=2)*	117	1.95	0.22	119	1.92	0.27	0.24	-0.10
Have you used marijuana in the past month (30days)? *(yes=1, no=2)*	117	1.92	0.27	119	1.89	0.31	0.29	-0.11
During the past month I drank alcoholic mixed drinks (margaritas, pina coladas, daiquiris, jungle juice etc)... *(1=not at all, 2=once, 3=2-4 times, 4=5-8 times, 5=9 or more times)*	118	1.58	1.11	118	1.43	0.89	1.01	-0.14
How many times were you suspended last (pre)/this (post) semester? *(0=0 times, 1=1-2 times, 3=6-10 times, 4=10 or more times)*	117	0.14	0.54	118	0.08	0.30	0.44	-0.14
Have you ever used marijuana? *(yes=1, no=2)*	116	1.85	0.36	119	1.80	0.40	0.38	-0.15
During the past month I used depressants (downers etc.)... *(1=not at all, 2=once, 3=2-4 times, 4=5-8 times, 5=9 or more times)*	117	1.06	0.40	119	1.02	0.13	0.30	-0.15
How much do you think people harm themselves (physically or in other ways) if they smoke one or more packs of cigarettes a day? *(1=no risk, 2=a little risk, 3=some risk, 4=a lot of risk)*	115	3.53	0.84	118	3.39	0.83	0.83	-0.17
Have you ever used illegal drugs*(yes=1, no=2)*	117	1.94	0.24	119	1.89	0.31	0.28	-0.18
Have you ever used over the counter drugs when you didn't need them? *(yes=1, no=2)*	117	1.94	0.24	119	1.87	0.33	0.29	-0.23
How committed are you to becoming/staying marijuana and drug free? *(0=0% (not at all), 1=10%, 2=20%, 3=30%, 4=40%, 5=50%, 6=60%, 7=70%, 8=80%, 9=90%, 10100%(totally)*	21	8.71	2.15	21	8.00	3.39	2.84	-0.25

VII.   Presentation of School Safety and ATOD Issue Data

The School Safety and ATOD Issue Survey was provided to the agencies by the evaluation team. The survey was to be administered during year 1 and will be administered during each subsequent year of the SDFSC grant program. The purpose of the survey is to assess the impact of the SDFSC grant program on respondents' perceptions of safety and ATOD issues at their schools. All agencies administered the survey to the youth involved in the agency's program. In addition, three agencies administered the survey to the teachers from the schools involved in the program. One agency administered the survey to parents of youth involved in the program. Individuals taking the survey were asked to respond to 14 questions regarding school safety and violence, behavior problems, attendance, alcohol and drug use, by indicating the degree to which they thought a specific issue was a problem in their school. The items were rated on a 4-point scale with "1" denoting "not a problem at all" to "4" denoting "a serious problem."

A factor analysis was performed on the safety survey items to reduce the number of variables and to detect structure in the relationships between the variables (classify variables). Four factors were extracted in the factor analysis. The following chart presents the factors, the items within each factor, and the reliability coefficient for each factor. (The reliability coefficient provides a measure of relationship among the items contained within each factor.)

Chart 19 Student Data Factor Table (N=844)

Item Number	Varimax Matrix Loading	Reliability coefficient	Survey Item *How much is . . . . a problem in your school?*
Factor 1. Drug, Alcohol and Violence			
Q10	.812		Physical abuse of teachers
Q8	.783		Student use of illegal drugs
Q7	.762	0.88	Student use of alcohol
Q9	.750		Student possession of weapons
Q11	.706		Verbal abuse of teachers
Q12	.431		Students threatening other students
Factor 2. Student Negative Behaviors			
Q5	.785		Vandalism of school property
Q4	.758	0.81	Robbery or theft
Q3	.591		Physical conflict among students
Q6	.590		Graffiti
Factor 3. Attendance/Truancy			
Q2	.828	0 .74	Absenteeism
Q1	.825		Tardiness
Factor 4. Safety Issues			
Q14	.854	0.61	Safety in your neighborhood
Q13	.750		Safety at your school

All agencies administered the survey with a total of 841 individuals participating in the school safety survey. The following chart provides a breakdown of respondents by agency.

Chart 20 Number of Individuals Completing Safety Survey by Agency

Agency	Youth	Teachers	Parents	Total Percentage
CODAC	204	0	0	24%
Chicanos por la Causa	81	47	0	15%
Pima Prevention Partnership	118	101	0	26%
Pima Youth Partnership	198	80	12	35%
Total	601	228	12	100.00%

A comparison of the mean averages on safety/ATOD issues was performed by agency. The following chart presents the sorted mean averages of <u>youth</u> ratings of safety/ATOD issues by agency. All agencies reported mean averages below 3.0, indicating that youth did not perceive serious problems in their schools in all four factor areas.

Chart 21 Factor Mean Average by Agency

Agency	N	Drug, alcohol and violence	Student negative behavior	Safety issues	Attendance
CODAC	204	2.10	2.34	1.91	2.47
CPLC	81	2.37	2.77	1.75	2.60
PPP	118	2.04	2.39	1.84	2.46
PYP	198	1.97	2.11	1.67	2.41

Results of ANOVA and Tukey post hoc indicate that there was a significant difference among perceptions of CPLC youth and the youth from CODAC, PPP, and PYP in the area of student negative behavior. CPLC youth perceptions of the occurrence of student negative behavior at their schools were significantly higher than youth perception from the schools being served by CODAC, PPP, and PYP [$F_{(3, 598)} = 14.45$, $p < 0.0125$].

The school safety data were disaggregated according to the various schools attended by the youth. The following section presents the results of this analysis. Ten schools were represented by the youth participating in the SDFSC grant programs.

Chart 22 Schools Represented by Youth, Teachers, Parents in SDFSC Grant Programs

School	Youth		Teachers		Parents	
	N	Percent of Total Youth	N	Percent of Total Teachers	N	Percent of Total Parents
Hohokam Middle School (CODAC)	204	34%	0	0	0	
Laird (CPLC)	45	7%	22	10%	0	
Thew (CPLC)	36	6%	23	10%	0	
Apollo (PPP)	16	3%	44	20%	0	
Doolen (PPP)	89	15%	0	0	0	
Sierra (PPP)	13	2%	57	25%	0	
Ajo (PYP)	123	20%	16	7%	0	
Catalina (PYP)	4	1%	4	2%	12	100%
Marana (PYP)	44	7%	59	26%	0	
Richey (PYP)	27	4%	0	0	0	

A comparison of the mean averages on safety/ATOD issues was performed across the schools. The following charts present the sorted mean averages of youth ratings of safety/ATOD issues by school. Mean averages at 3.00 or above indicate that youth, teachers and/or parents perceive a somewhat serious problem at their school. There were significant differences at some sites between teacher and youth perception of the school safety/ATOD issues at their schools.

Chart 23 Sorted Mean Averages for School Safety and ATOD Issues

School	**N**	FACTOR			
		Student Negative Behavior	Attendance	Safety Issues	Drug, Alcohol and Violence
CODAC					
Hohokam (Youth)	204	2.34	2.47	1.91	2.10
CPLC					
Laird (Teacher)	22	1.70	2.41	1.59	1.24
Laird (Youth)	45	2.99	2.67	1.90	2.39
Thew (Teacher)	25	2.60	2.86	2.62	1.70
Thew (Youth)	36	2.49	2.51	1.57	2.35
PPP					
Apollo (Teacher)	44	2.93	3.77	2.82	2.59
Apollo (Youth)	16	2.64	2.97	1.99	2.27
Doolen (Youth)	89	2.36	2.43	1.72	1.98
Sierra (Teacher)	57	2.68	3.43	2.73	2.40
Sierra (Youth)	13	2.31	2.04	2.50	2.22
PYP					
Ajo (Teacher)	16	2.54	3.59	2.17	2.82
Ajo (Youth)	123	2.24	2.47	1.75	2.15
Catalina (Parent)	12	1.94	2.50	1.75	1.94
Catalina (Teacher)	4	1.75	2.13	1.75	1.50
Catalina (Youth)	4	3.00	2.63	2.38	2.58
Marana (Teacher)	60	2.16	2.94	2.00	1.87
Marana (Youth)	44	2.05	2.44	1.55	1.88
Richey (Youth)	27	1.48	2.07	1.39	1.25

Chart 24 Drug, Alcohol and Weapon Issues
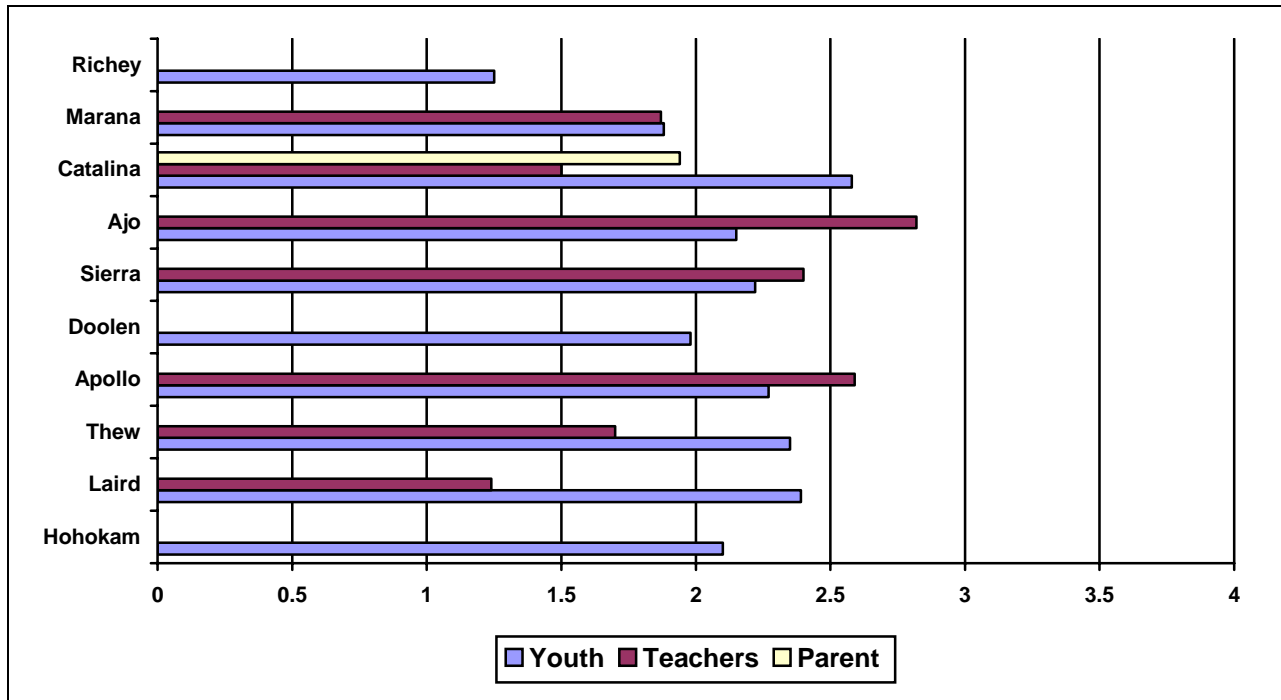
Youth perception of drug, alcohol and weapon issues were significantly higher than teacher perception at Laird and Thew schools *(p < 0.0125).* There were no significant differences between teacher and youth ratings on this factor at the other schools.

Chart 25 Safety Issues
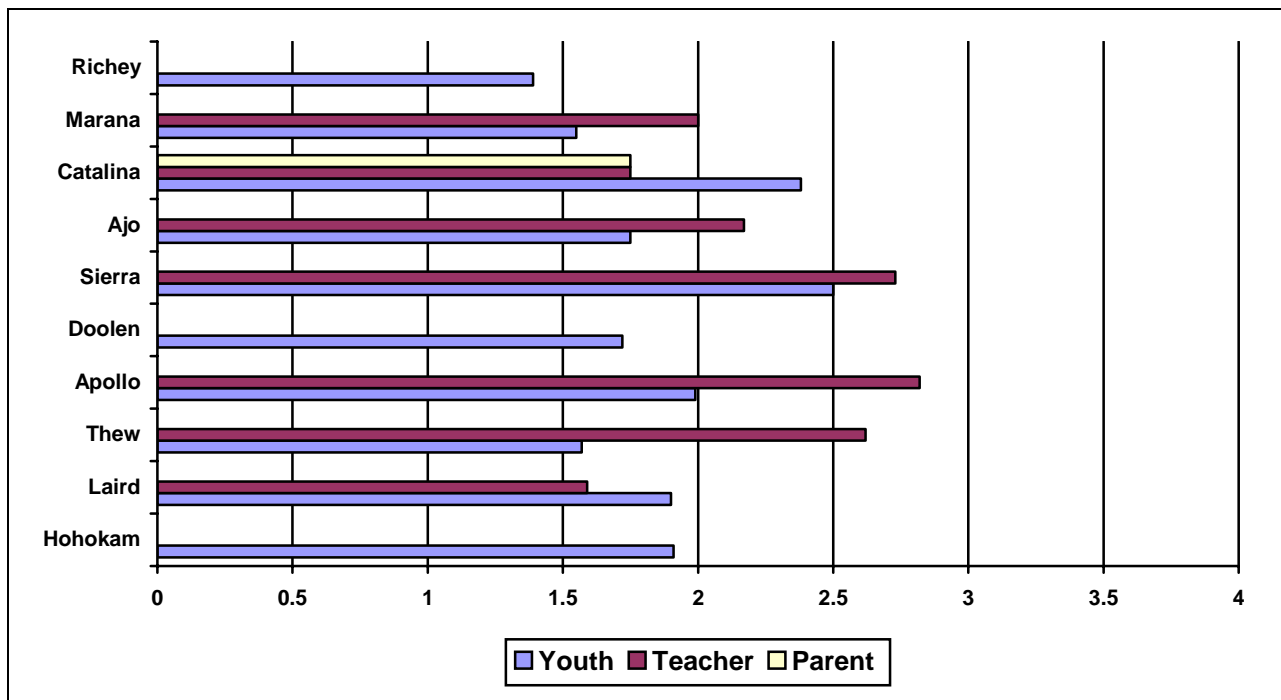
Teacher perceptions of the presence of school safety issues at Thew, Apollo, and Marana schools were significantly higher than youth perceptions of school safety issues at these schools *(p < 0.0125).* There were no significant differences between teacher and youth ratings on this factor at the other schools.

Chart 26 Attendance
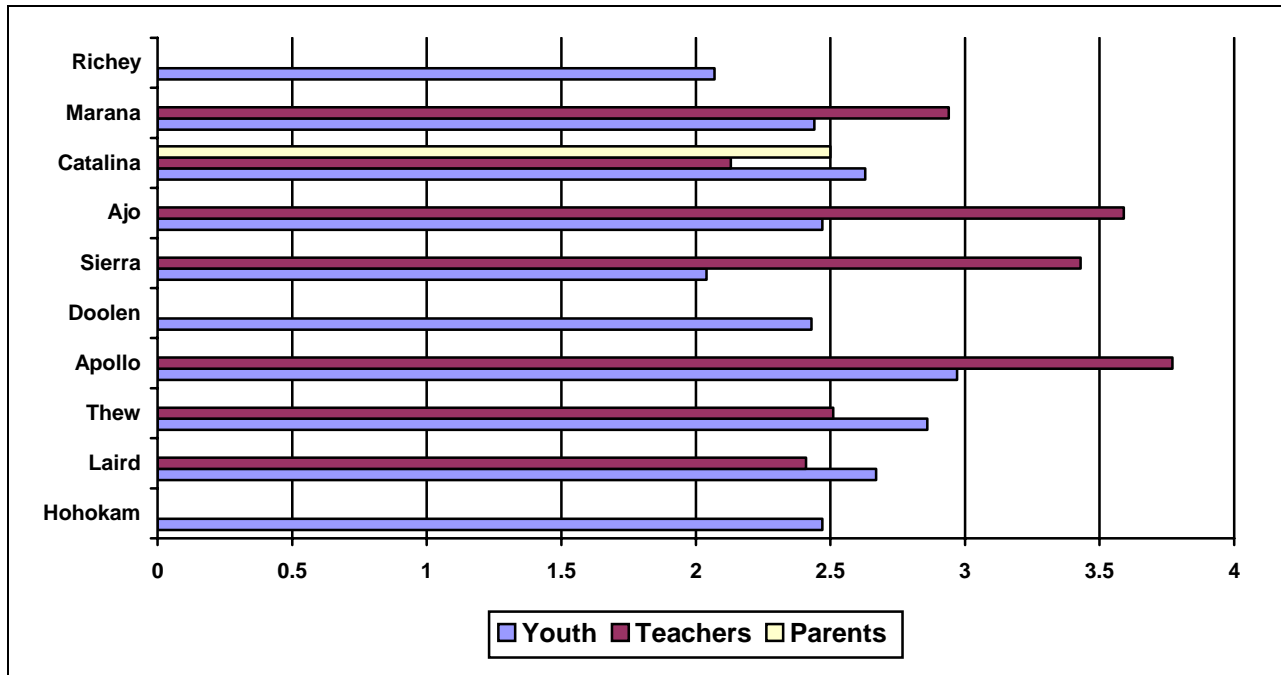
Teacher perceptions of attendance/tardiness problems were significantly higher than youth perceptions at the following schools: Apollo, Sierra and Ajo *(p < 0.0125).* There were no significant differences between teacher and youth ratings on this factor at the other schools. However, a review of the ratings indicates that teachers perceive attendance/truancy as a somewhat serious issue with mean ratings close to 3.0 and above.

Chart 27 Student Negative Behavior
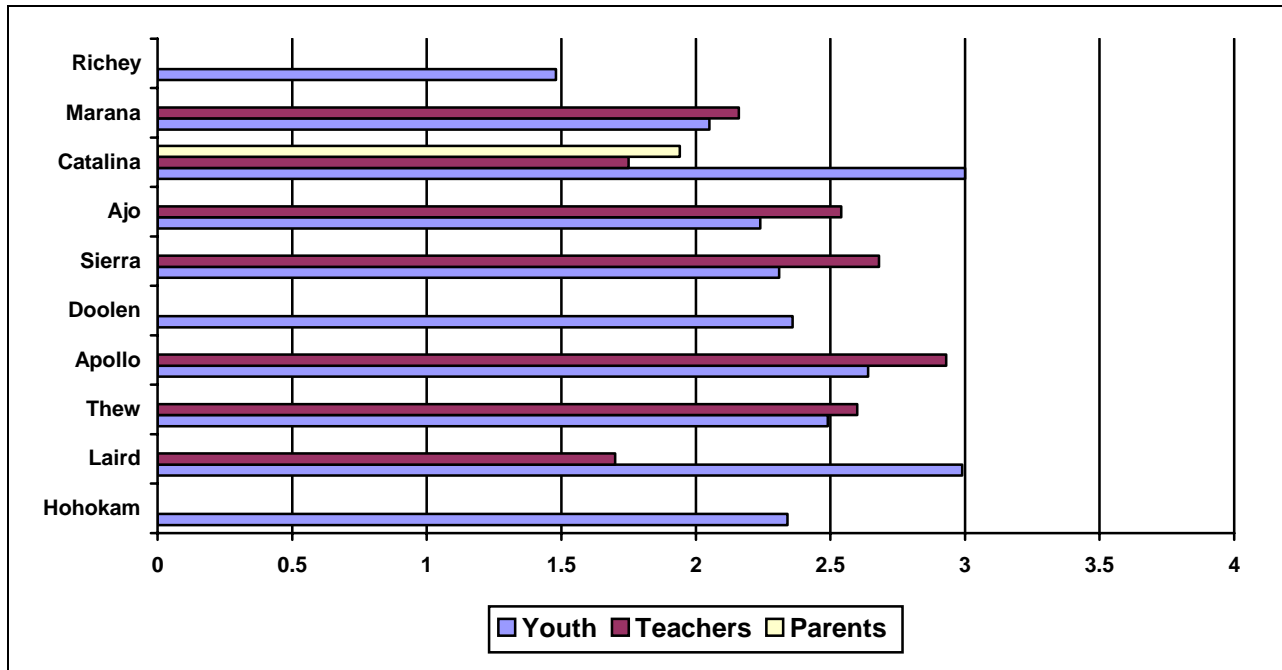
Youth perception of student negative behavior at their school was significantly higher than teacher perception at Laird School *(p < 0.0125).* There were no significant differences between teacher and youth ratings on this factor at the other schools.

VIII. Conclusions

Based upon the process evaluation study conducted throughout year 1 of the Safe and Drug-Free Schools and Communities initiative, the following conclusions were drawn:

1. Partnership collaboration with participating schools was evidenced by all funded agencies, notably in the areas of planning and resource contribution by partnering schools. One grantee organization included implementation and review and oversight, while none of the agencies incorporated program expansion into the focal points of partnership.

2. Three of the four funded agencies met their goals for recruitment of participants by using a variety of techniques selected for utilization within their communities.

3. Implementation of program activities generally occurred as projected, with any identified delays attributed to staffing-related matters, attendance issues, and scheduling incompatibilities between program and school calendars. Where obstacles precluded implementation as planned, funded agencies initiated changes in their implementation strategy to support future implementation.

4. Agency presence within schools can benefit from strong, positive and direct agency leadership support, for the purpose of ensuring that programs are not assigned lower priority status than originally collaboratively planned between districts and provider agencies.

5. Site-based data collection and analysis procedures can benefit from additional systemization, emphasizing the inclusion of instruments that properly measure target risk factors and program objectives.

6. Four distinct factors emerged from the school safety and ATOD use survey administered across SDFSC agencies by the statewide evaluation team: school safety and violence, student negative behaviors, attendance/truancy, and safety issues. Significant differences in perception of students attending different individual schools, as well as between teachers and students at different school sites were found in baseline measures collected during this initial year of program implementation.

IX. Recommendations

1. <u>Establish the relationship of the No Child Left Behind (NCLB) initiative and science-based programs supported by the Safe and Drug-Free Schools and Communities initiative before and during implementation of programs when holding meetings between provider agencies and participating school districts and charter schools</u>. Develop memoranda of understanding between provider agencies and schools that ensure full compliance with programs being funded. Ensure that scheduling and space requirements are established and maintained, to facilitate effective implementation. Involve senior agency and school leadership in these deliberations, and obtain signed agreements that ensure a mutual level of commitment to program fidelity is maintained.

2. <u>Hold regularly scheduled data review meetings between senior agency leadership and schools, as well as agency program and school teaching staff, summarizing progress and opportunities to make necessary changes in a timely manner</u>. Such data review meetings should be held no less frequently than quarterly.

2. <u>Emphasize school-level participation requirements as part of the funding expectations, to ensure that communities designated to receive programs are appropriately served</u>. Continue to assess the effectiveness of recruitment and retention strategies to include timely implementation of course-correction methods to ensure that goals for participation are met or exceeded.

3. <u>Evaluate the measures being used across agencies on a semi-annual basis</u>, to ensure that those data most pertinent to the targeted risk and protective factors are gathered, and data less directly related to those factors are eliminated.

4. <u>Examine data collection and quality assurance strategies at the site level to ensure that appropriate and accurate data are being collected in a timely fashion</u>, using strategies such as staff training in collection methodology, data collection scheduling and benchmarks, data entry review, and backup of databases.

5. <u>Continue to measure areas related to risk and protective factors</u>, examining in particular those areas in which mixed results have been found according to the preliminary analysis.

6. <u>Continue to assess school safety and ATOD issues</u>, to discern possible changes in youth perception in Year 2.

Recommendations Specific to Evaluation Methodology

1. Verify raw data through double entry checks to detect possible data entry errors.

2. In selecting an instrument, consider the number of scales being used within one survey; multiple scales can be challenging and confusing for some youth and can confound some statistical analysis procedures.

3. Conduct a pilot test with survey questions with a group of youth; negatively valued questions can be cognitively misleading and may need to be rephrased.

4. Consider data imputation for factor analysis. Factor analysis automatically excludes cases with any missing data, this may unnecessarily result in the loss of a large amount of data.

5. Factors need to be empirically proven. Scales that are predetermined by the original researcher need to be verified with factor analysis and reliability test.

6. Report the change of directionality of survey items in the data entry procedures and data analysis in order to clarify procedures used.

7. Report procedural steps for considering missing data or unequal N when obtaining subjective factor scores (sum of all items in the scale).

8. Use computer generated factor scores, or use means instead of sums of the items.

9. Review assumptions required for running t-tests and ANOVA. T-tests and ANOVA can be run with unequal N's, which may provide a more realistic picture about the pre and post level because more cases are represented. Typically, t-tests are conducted on the assumption that the data should be normally distributed. The minimum N for a valid t-test is 30. Running a t-test with N less than 30 may produce unreliable results and needs to be interpreted with caution.

10. Consider the use of a retrospective pretest. Pretest overestimation is likely if participants lack a clear understanding of the attitude, behavior, or skill the program is attempting to affect. Taking part in the program may show participants that they actually knew much less than they originally reported on the pretest. In such cases, pretest-posttest comparisons are misleading because participants use a changed frame of reference to classify themselves after engaging in the program. This change in an individual's frame of reference because of program participation has been called the response shift bias. When participants rate themselves on traditional pre-posttests, program-produced changes in the participants' standards are potential threats to internal validity.

11. Specify the criteria used for selecting the target population.

12. If GPA is being used as an outcome, establish procedures to ensure accurate reporting of grades.

Appendix 1: Evaluation Plan

Safe and Drug Free Schools & Communities Program
Proposed Three-Year Evaluation Plan

PHASE I PROCESS EVALUATION PLAN: PROGRAM IMPLEMENTATION (9/04 – 8/05)			
EVALUATION QUESTION	**EVALUATION MEASURES/VARIABLES**	**EVALUATION METHODOLOGY**	**ANALYSIS PROCEDURES**
PROCESS OBJECTIVE: PARTNERSHIP COLLABORATION			
To what extent is there collaboration with the local school(s) and/or school district in the planning and implementation of the program?	• Planning activities utilized at the school and/or district level •	• Process evaluation site visits and interviews	• Content analysis of observation notes and interviews
To what extent is there collaboration with the local community in the planning and implementation of the program?	• Community involvement in the planning and implementation	• Process evaluation site visits and interviews	• Content analysis of observation notes and interviews
PROCESS OBJECTIVE: RECRUITMENT AND RETENTION			
What are the recruitment and retention plan components?	• Types of recruitment activities identified and implemented • Characteristics of recruitment plans • Characteristics of retention plans • Duration of recruitment activities	• Process evaluation site visits and interviews with program staff • Review of recruitment and retention plans	• Content analysis of observation notes and interviews, recruitment and retention plans
Is the recruitment plan an effective tool for recruiting and retaining program participants?	• Number of youth/families recruited for the program • Percentage of youth/parents recruited who participate in the program • Percentage of youth/parents completing the program • Onset and duration of recruitment efforts	• Review of recruitment logs and attendance records	• Frequency analysis – percentage recruited, percentage participated, percentage completed

PHASE I PROCESS EVALUATION PLAN: PROGRAM IMPLEMENTATION (9/04 – 8/05)			
EVALUATION QUESTION	**EVALUATION MEASURES/VARIABLES**	**EVALUATION METHODOLOGY**	**ANALYSIS PROCEDURES**
What is the implementation process for recruitment and retention plans?	• Factors that facilitate effective recruitment & retention • Factors that impede effective recruitment & retention • Challenges and barriers experienced and resolution to recruitment & retention	• Process evaluation site visits and interviews • Review of recruitment and retention plans • Degree of implementation checklist (rating scale of indicators of successful recruitment and retention outcomes)	• Content analysis of observation notes and interviews, direct recruitment and retention plans • Descriptive analysis and standard scores for key implementation factors.
How does the site change its recruitment and retention plan to meet any challenges to recruitment and retention?	• Changes to recruitment and retention plan design or format based on recruitment results	• Program staff interviews • Review of revised plans	• Content analysis of interviews and revised recruitment and retention plans
Is there proper documentation of recruitment and retention data to measure successes and identify challenges?	• Evidence of recruitment and retention data documentation procedures and application to measure successes and identify challenges	• Review of site's system for maintaining recruitment/retention data • Review of internal evaluation reports and records	• Content analysis of records and reports for indications of measurement of outcomes
PROCESS OBJECTIVE: PROGRAM IMPLEMENTATION			
Were the session activities implemented as intended?	• Types of activities/services provided in session • Anticipated and unanticipated outcomes • Additional needs identified during program • Data on location of programs • Data on number of program sessions/cycles/duration	• Process evaluation site visits and interviews • Completion of online quarterly evaluation chart by Program Coordinator/designee • Degree of implementation checklist (rating scale of indicators of successful implementation outcomes)	• Descriptive analysis and standard scores for key implementation factors.
How does the site change its activities or services to support needs of its participants?	• Changes to service design or format based on participant need	• Observation notes and facilitator/staff interviews • Completion of online quarterly evaluation chart by Program Coordinator/designee	• Descriptive analysis • Content analysis of observation notes and interviews

PHASE I PROCESS EVALUATION PLAN: PROGRAM IMPLEMENTATION (9/04 – 8/05)			
EVALUATION QUESTION	**EVALUATION MEASURES/VARIABLES**	**EVALUATION METHODOLOGY**	**ANALYSIS PROCEDURES**
Does the Safe and Drug Free Schools & Communities Program result in programs serving the appropriate target population?	• Number of youth and families served by each program site and participation rates of parents and youth in services. • Demographic profile of youth and parents served including number of youth identified at-risk. • At-risk profile of youth being served by program including anonymous self-report of at-risk behaviors	• Completion of online quarterly evaluation chart by program coordinator or designee to identify number of participants attending each session, and total number of sessions completed by participants. • Participant surveys: a. presurvey conducted by evaluation team to include demographic information b. anonymous self-report by participants of at-risk behaviors.	• Frequency analysis; percentages & descriptive analysis
Are the Safe and Drug Free Schools & Communities Programs working towards the desired outcomes as outlined in the program logic models?	• Comparison of outcomes stated in program logic model and outcome evaluation strategies implemented by program.	• Document review for congruence between major outcomes outlined in program logic model and outcomes presented in final outcome evaluation plan for program. • Interviews with Program Coordinators and internal Evaluators.	• Qualitative analysis and content analysis based on document review and interviews.
Are the measures as defined by the individual program designs appropriate?	• Types of measures used by programs and outcome variables being measured.	• Review of program evaluation results and interviews with Program Coordinators & internal Evaluators.	• Qualitative analysis of summaries of interviews and program evaluation results.
What characteristics of the project implementation process facilitate or hinder accomplishment of project goals?	• Data on strategies or activities modified or adapted to the realities of the setting. • Factors that facilitate or hinder implementation • Challenges and barriers experienced and resolution	• End-of-year survey for Program Coordinator/Facilitator with follow-up phone interview conducted by evaluation team. • Completion of online quarterly evaluation chart by program coordinator or designee to identify implementation issues.	• Descriptive statistics on survey ratings; matching of goals with achievements; online evaluation charts • Qualitative analysis of summaries of interviews and online evaluation charts
What is the level of satisfaction of the participant with the program?	• Data on satisfaction of participants with program	• Participant satisfaction survey (end of program)	• Descriptive statistics on satisfaction ratings

PHASE II OUTCOME EVALUATION PLAN – (9/05 – 8/07)			
EVALUATION QUESTION	**EVALUATION MEASURES/VARIABLES**	**EVALUATION METHODOLOGY**	**ANALYSIS PROCEDURES**
What impact do the SDFSC programs have on <u>participant knowledge, attitudes and behaviors regarding ATOD use</u>?	• Participant knowledge about substance abuse; perceived harmfulness; perceived availability • Participant attitudes regarding ATOD use (attitudes toward laws, personal disapproval of use, perception of social disapproval of drug use and violence by youth) • Participant behavior regarding ATOD use (current use, anticipated use, age of first use, and related) • Facilitator perception of participant knowledge, attitudes, and behavior	• Life Skills Training Questionnaire (prepost) • Pre and post measurement of participant knowledge, attitudes and behaviors at enrollment and at end of program and six month follow-up • Facilitator survey	• Comparative analysis of knowledge, attitudes and behavior
What impact do the SDFSC programs have <u>on participant knowledge, attitudes and behavior regarding incidence of violence/antisocial behavior?</u>	• Participant perception of violence/antisocial behavior • Facilitator perception of student attitudes toward violent/antisocial behavior • Teacher perception of violence/antisocial behavior/ school safety	• Student Survey of Risk and Protective Factors: Favorable Attitudes Toward Anti-Social Behavior (prepost) – "Favorable Attitudes Survey" • Facilitator survey of participant attitudes • Teacher perception of bullying/school safety	• Descriptive statistics and frequency analysis of knowledge, attitudes and behavior regarding episodes of violence and perception of school safety issues • Comparative analysis of school safety issues (participant, program facilitator, teachers)
What impact do the SDFSC programs have <u>on academic failure?</u>	• Grade repetition • GPA or test scores • Attendance rate • Dropout rate	• School reports for program participants	• Descriptive statistics • Comparative analysis of academic achievement indicators for sample of participants over project period
What impact do the SDFSC programs have <u>on conduct problems?</u>	• Truancy rate • Disciplinary referrals • Juvenile arrests for drug law violations, violent crimes, curfew,	• School and community records and reports	• Descriptive statistics • Comparative analysis of indicators of conduct problems over three year project period for sample of

	vandalism and disorderly conduct		individual participants and community
What impact does SDFSC program have on <u>youth behaviors</u>?	• Number of incidents of school violence/disciplinary referrals for violent or antisocial behavior • Descriptions of violent/antisocial incidents • Facilitator, teacher, administrator reports of violent offenses • Youth reports of violence	• Monthly incident logs • School reports (disciplinary referrals) • Youth reports of incidents of violence (as victim or as perpetrator) • Facilitator, teacher, administrator responses to survey	• Descriptive statistics • Comparative analysis of indicators of conduct problems over the life of the SDFSC initiative
What impact do the SDFSC programs have on <u>prosocial skills</u>?	• Peer pressure • Cultural self Concept • Conflict Resolution Impulsivity • General Beliefs (aggression) • Dangers/consequences of drug use	• Pre post youth survey addressing key measures	• Comparative analysis of indicators of prosocial skills
What impact do the SDFSC programs have on <u>low family attachment and bonding</u>?	• Parent report of family cohesion and bonding • Youth perception of family cohesion	• Pre and post measurement of family cohesion and bonding at enrollment and at end of cycle	• Comparative analysis of family cohesion and bonding
What impact do the SDFSC programs have on <u>lack of commitment to school?</u>	• School enrollment • Average daily attendance • Completion rates • Educational Aspirations and School Commitment Survey	• School records • Pre and post measurement of participants	• Comparative analysis of indicators of school commitment over three year project period for sample of individual participants
What impact do the SDFSC programs have on the <u>early initiation of problem behaviors</u>?	• Grade of first use of ATOD • School reports of disciplinary problems • Dropouts prior to 9th grade • Arrests related to alcohol and other drugs (ages 10 to 14) • Violence arrests (ages 10 to 14)	• Collaborating school survey • School disciplinary reports • Community crime reports • Youth self-report survey (anonymous)	• Comparative analysis of indicators of early initiation of problem behaviors over three year project period for schools/communities participating as collaborating partners